Georgia Tech · Ivan Allen College of Liberal Arts
School of Modern Languages

FRENCH 3120

– French Conversation and Culture –
SPRING 2027 – Syllabus

Instructor: Franck FINDLING

Office: 305

Office hours: Wednesdays 1pm to 2pm or by appointment.

Email address: rochester07@sfr.fr

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

COURSE DESCRIPTION

This is a 3 credit-course designed to help students improve their French speaking skills, and use French at an advanced level. Not for beginners. Conducted in French.

Language ability across the four skills of listening, speaking, reading and writing, will be fostered throughout the classes with in person activities, pair work, online activities and research.

MODERN LANGUAGES LEARNING OUTCOMES

ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language
ML Learning Outcome 2: Demonstrate effective presentation skills in the target language
ML Learning Outcome 3: Demonstrate writing proficiency in the target language
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written
ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context

ASSESSMENT:

The assessment for this course will include written and oral reports. Presentations and proficiency guided student-teacher conversations will be held during the semester.

Detail of assessment:

30 % Attendance and active participation

35 % Oral presentations and role plays

10 % Written task (creative writing or essay)

25 % Final presentation

GRADING SCALE:

According to policy, grades at Georgia Tech are interpreted as follows:

A	90-100	Excellent (4 quality points per credit hour)
B	80-89	Good (3 quality points per credit hour)
C	70-79	Satisfactory (2 quality points per credit hour)
D	60-69	Passing (1 quality point per credit hour)
F	= or <60	Failure (0 quality points per credit hour)

See http://registrar.gatech.edu/info/grading-system for more information about the grading system at Georgia Tech.]

ACADEMIC INTEGRITY

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/.

Any student suspected of cheating or plagiarizing on an assignment, project or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Georgia Tech values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please notify the instructor as soon as possible.

If you are a student with learning needs that require special accommodation, contact Mme C. Guyot at cguyot@georgiatech-metz.fr, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter.

ATTENDANCE AN/OR PARTICIPATION

Please remember that your attendance and timely participation is key to your success in this course, as well as that of your classmates. Attendance and class participation is graded based upon your **desire to bring input**, to participate actively and share your desire to use new notions and cultural information with your classmates. The efforts made for the preparation of oral presentations and Powerpoint supports will also be taken into account.

COLLABORATION AND GROUP WORK

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities both oral and written.

However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs**. These restrictions apply to any work turned in for this course, even daily homework assignments. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. GT subscribes to a digital plagiarism detection program called Turnitin, which may be used to check assignments submitted in this course.

EXTENSIONS, LATE ASSIGNMENTS AND RE-SCHEDULED / LISSED EXAMS

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

STUDENT / FACULTY EXPECTATIONS AGREEMENT

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, andserve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, Hispanic, and Native American. OMED's programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

Support for Students in Distress

Counseling Center counseling.gatech.edu/ 404-894-2575
Dean of Students (Student Life) studentlife.gatech.edu/ 404-385-8772
GT Police police.gatech.edu/ 404-894-2500
Stamps Health Services health.gatech.edu/ 404-894-1420

PROGRAM:

Introducing oneself:

Review of:

- *Prepositions with geographical names*
- *Reflexive and reciprocal verbs*

Be a dinner party host:

Have your friends over and impress them with a delicious homemade local meal

-2 traditional local recipes

-Entertaining conversation at a dinner table

Review of:

- *Spelling-change verbs*
- *Forming questions and launching dinner conversations*

The French fashion:

-Presentations by the students of the great names of French fashion

-Role Plays

Review of:

- *The passé compose with "être"*
- *The passé compose with "avoir"*
- *The passé compose VS imparfait*

The French written press:

-Presentation of the main national and local newspapers - reading and discussions about chosen articles

Review of:

- *Irregular IR verbs*

At the restaurant:

-Role Plays “Ordering food and beverages at a restaurant”

Review of:

- *The direct and indirect object pronouns*

-Creation of a “Pop up” restaurant concept

-Find a concept inspired by your travels through Europe
  - *Review of the comparatives and superlatives*
-Present the place where you wish to up your concept
  - *Review of the descriptive adjectives and adjectives agreements*
-Describe the atmosphere and decoration of your establishment
  - *Review of the future tense*
-Creation of a 3 course French menu with dish description
  - *Review of the adverbs, formation and uses*

France through music:

-Study of a classic French song

-Creative writing

Review of:

- *The conditional*
- *The French linkwords*

-Personal research on a contemporary French music

Tourism in Metz and région Lorraine :

-Discovering the local tourist attractions through the official “Inspire Metz” website

-Role Plays “at the Office du Tourisme”

Review of:

- *Negation and indefinite adjectives and pronouns*
- *The partitives*
- *-The pronouns Y and EN*

Orals:

-Presentation of a French song: author, artist, dates and facts, message delivered through the song, personal interpretation.

-Presentation of a French city: location, dates numbers and facts, history, anecdotes, points of interest/tourist attraction, gastronomy.

The instructor reserves the right to alter the following schedule at any time to better accommodate the learning needs of the students.