

**FREN 2001 – FRENCH CULTURE I**

**Syllabus**

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**REQUIRED COURSE MATERIAL**

***Interaction: Langue et culture, 9th Edition***, Susan St. Onge, Ronald St. Onge, Scott Powers, Heinle/Cengage Learning ISBN : 978-1-337-698269

**RECOMMENDED for GTL, but REQUIRED if you intend to take French 2002 at Georgia Tech in Atlanta**

***Digital Course Package*** (E-textbook & Digital Workbook/Lab Manual): *iLRN Heinle Learning Center 24-Months Instant Access Code for St. Onge/St. Onge/*Powers' Interaction: Langue et culture, 9th Edition available at Barnes and Noble GT Bookstore or online at

<https://www.cengagebrain.com/shop/isbn/9781133612940#close> (follow this link and add to cart). ISBN-13: 9781133612940.

You will access all learning components through one site, including: an audio-and video-enhanced (laptop/tablet compatible) eBook, integrated textbook activities, companion videos with pre-and post-viewing activities, partnered voice-recorded activities, an online Student Activities Manual (eSAM) with audio, interactive enrichment activities, a diagnostic study tool, and access to a variety of online tutoring resources. The student access code is required.

For printable Registration Instructions, follow one these links: <https://www.cengage.com/student-training/ilrn/not-integratedat> or copy and paste this link <http://assets.cengage.com/pdf/gui_iLrn-stu-quick-guide.pdf> to your browser.

**COURSE DESCRIPTION**

French 2001 meets *twice a week*, for one hour and a half

**Credit Hours:** 3

**Prerequisite**: FREN 1002 (2 semesters of French at the college-level or equivalent) or all placement tests.

This course will cover the first half of “*Interaction*”: from chapter 1 to chapter 5

This course, the third in the language sequence, is designed as an intermediate course for students who have completed French 1001 and 1002 or for freshmen with extensive prior French instruction.  It is designed to improve oral and written communication skills and expand students’ knowledge of French-speaking cultures.  Class will be conducted entirely in French.

**COURSE OBJECTIVES**

**A. General Objective**: The mastery of the target language at the intermediate level through the critical study of culture, cultural practices, and intercultural comparisons.

**B. Specific Objectives**:

1/ Enrichment of grammatical competency.

2/ Development of communicative strategies through the 5 competencies (cultural understanding, listening, speaking, reading, and writing).  Towards the end of this course, a student should be able to do the following:

1. Participate in complex conversations on topics related to daily activities and personal environment.  Initiate, sustain and bring to a close a number of challenging communicative exchanges.  Satisfy simple personal needs and social demands to survive in the target language.  Obtain and give information by asking and answering questions.

2. Create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences.

3. Develop/practice the use of grammar/syntax in context, with focus on using tenses appropriately (past, future) and expressing one’s subjectivity

4. Identify (and respond to) information in French on various supports, including the Internet.

5. Develop his/her appreciation of French-speaking cultures (including through the final project).

**Expectations and Suggestions**

You will be expected to review and learn previous class before coming to the following class and to make your homework assignments regularly.

You will be required to hand in a written commentary on any cultural topic and *to present it to the class*.

French 2001 demands faithful and regular preparation as well as active participation.

Do not forget : the more frequent your exposure to the language, the better your results will be !

**Note on behavior**

Academically dishonest behavior will not be tolerated.

Please consult the GTL Academic Honor Code.

## 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.

Please consult the GT rules and regulations catalog for an articulation of some basic expectation that you can have of me and that I have of you. I encourage you to remain committed to the ideals of Georgia Tech while in this class.

**Attendance Policy**

 Please let me know, should you be absent for a class.

*Excessive unexcused absences during the semester will affect your course grade*

Feel free to discuss your difficulties in the course with me anytime. I am normally in my office before each class, so if the door is open, feel free to come in.

**You can also make an appointment via my personal e-mail.**

**Grading :**

**Class preparation and oral participation**: 10%

**4 tests on vocabulary**  : 20%

**Mid-term Exam**: 25%

**oral presentation** : 15%

**Final Exam**: 30%

***The dates for the tests on vocabulary and mid term will be decided to accommodate the learning needs of the class.***

**Grading Scale :**

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100% B 80-89%

C 70-79% D 60-69% F 0-59%

**Class participation** is graded based uponyour **desire to bring input,** your **completion of the preparation assignments** and **knowledge of the material to be studied for that day**.

The following rubric sets out the criteria upon which you will be evaluated:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A+ | A | B | C | D | F |
| Activelysupports, engages and listens to peers (ongoing) Arrives fully prepared at every session Plays an active role in discussions (ongoing) Comments advance the level and depth of the dialogue (consistently) Group dynamic is consistently better because of the student’s presence  | Actively supports, engages and listens to peers (ongoing) Arrives fully prepared at almost every session Plays an active role in discussions (ongoing) Comments occasionally advance the level and depth of the dialogue Group dynamic is often better because of the student’s presence | Makes a sincere effort to interact with peers (ongoing) Arrives mostly, if not fully, prepared (ongoing) Participates constructively in discussions (ongoing) Makes relevant comments based on the assigned material (ongoing) Group dynamic Is occasionally better (never worse) because of the student’s presence  | Limited interaction with peers Preparation, and therefore level of participation, are both inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material Group dynamic is not affected by the student’s presence  | Virtually no interaction with peers Rarely prepared Rarely participates Comments are generally vague or drawn from outside of the assigned material Demonstrates a noticeable lack of interest (on occasion) Group dynamic is harmed by the student’s presence  | No interaction with peers 2Never prepared Never participates Demonstrates a noticeable lack of interest in the material (ongoing) Group dynamic is significantly harmed by the student’s presence |

**« *Interaction*» program / specific outcomes for the units 1-5 are the following :**

Grammar :

* The present tense of regular –er verbs
* The imperative
* Etre / avoir / faire / aller
* Nouns and articles
* Regular ir-verbs
* Regular –re verbs
* Negation
* Basic question patterns
* Reflexive and reciprocal verbs irregular –oir verbs
* Idioms with être et avoir
* Depuis + present tense
* Irregular –ir verbs
* Descriptive adjectives
* Il/elle est / c’est
* Possessive and demonstrative adjectives
* Adverbs
* The comparative and superlative of adjectives / adverbs
* Irregular –oire / -re verbs
* The passé composé with avoir and être
* Basic question patterns with the passé composé
* Placement of adverbs with the passé composé
* Uses of the passé composé
* The imparfait and its uses
* Le plus-que-parfait
* Choosing past tenses
* Dates

and vocabulary :

* Le commerce et la consommation
* Modes de vie
* La vie des jeunes
* Les télécommunications
* La presse et le message