

FREN 1002
Georgia Tech Lorraine

COURSE DESCRIPTION

This course is designed as an introductory course. The syllabus will cover units 8-13 of **PROMENADES**: oral and written communication and an introduction to French and Francophone cultures. Class discussion and questions will take place in French and students are requested to stick to French in the classroom at all times. Credit Hours: 3. Prerequisite: FREN 1001 or equivalent (see “placement test” above).

COURSE OBJECTIVES

At the end of this course, a student should be able to do the following:

1. Respond to a variety questions on the most common features of daily life.
2. Convey meaning to interlocutors experienced in dealing with foreigners by using isolated words, memorized phrases and some personalized recombinations of words and phrases.
3. Satisfy a number of immediate needs [1-3 adapted from ACTFL Proficiency Guidelines--Speaking (revised 1999), in ACTFL OPI Interview Tester Trainig Manual, 1999].
4. Identify (and respond to) simple information in French on various written supports, including the Internet.
5. Appreciate French and Francophone culture’s diversity (notably through the final project).

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language	FREN 1002: Students will demonstrate oral proficiency at the Intermediate Low level on the ACTFL scale
ML Learning Outcome 2: Demonstrate effective presentation skills in the target language	FREN 1002: Students will demonstrate the ability to present in class for 2 minutes on an everyday topic
ML Learning Outcome 3: Demonstrate writing proficiency in the target language	FREN 1002: Students will produce a variety of short (1/2-page) essays at the Intermediate Low level on the ACTFL scale
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in the target language	FREN 1002: Students will demonstrate global comprehension of authentic texts related to very familiar topics
ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE	
ML Learning Outcome 5: Demonstrate in-depth knowledge of a <i>specific</i> target-language country or region	n/a at this level
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	Students will present in groups topics and activities at the Intermediate Low level on the ACTFL scale
ML Learning Outcome 7: Demonstrate critical reflection on	n/a at this level

COURSE EVALUATION

- Class participation & course preparation: 10%
- Online homework (Supersite): 20 %
- Compositions: 10 %
- Midterm -- Exam#1 : 15 %
- Exam#2: 15 %
- Final exam: 20 %
- Final Project: 10%

Compositions: They should be typed, double spaced, with a margin of 1.25 inches on all sides. The papers must be your own work. Plagiarism (as defined in the Student Handbook) is banned. Part of the assignment is to learn how to proof-read your own work. Accents must be typed in, not written in pen or pencil. These papers cannot be made up since one, your lowest grade, will be dropped. Late papers may not be accepted, or if so with penalty (one letter grade). All essays have to be posted on T-square, printed AND **given to instructor in class at the time indicated on the syllabus**. One point per mistake (including accents). Length must be appropriate (half a [full] page).

Final Project (in groups). To be prepared in groups of 3 or 4, the project will address a particular aspect of French and/or Francophone culture to be determined by the students in each group. Each student will present a section of the group project (5 minutes max.). Delivery, originality of the material presented, and sources will be subject to peers's and instructor's evaluation. Particular attention will be paid to the coherence of the group project as a whole. Practice and time yourself to 3 minutes. Use any props which will make you talk more interesting and easy to follow for the audience: pictures, maps, charts, realia, etc. Be attentive when taking notes; it is best to put the information into your own words as you are taking notes from your sources. Prepare documentation of your sources to turn it, including Internet sites. Do not read the report. You may have brief notes, but they must be on index cards. Reading a report will result in a reduction of one letter grade on the project.

COURSE POLICIES:

Welcome to my office!

Do not hesitate to come and see me as often as you want! You can also take an appointment if the office hours are not convenient to you, or just drop by. Especially, come as soon as you feel you have any problem and/or need help with anything. Take at least two appointments with me to discuss honestly your progress and difficulties. I will make sure your questions, concerns or suggestions get the attention they deserve. I will be happy to inform you on your grades. I will also be happy to help you as much as I can with your homework assignments, your latest essay/project, any issue pertaining to the course, the French program at Georgia Tech, or queries on France and Francophone cultures. When I am not in my office, the best way to reach me is to email me, rather than leave a message on my office voice mail.

Attendance, Academic Honesty

Your presence and active participation in class are essential. Daily class attendance is required. Please be on time too. Being late once or twice is understandable, but half a point will be deducted from your final grade for each additional occurrence of lateness. Two unexcused absences allowed (an excused absence has to be documented by a letter from doctor or Dean); one point off your final grade for each additional unexcused absence. Cell phones off in class. Georgia Tech offers accommodation to students with disabilities: please see www.adapts.ga.edu.

This course complies with GT Academic Honor Code: please see www.honor.gatech.edu. I am interested in your work, and not in that of a friend or material copied from the internet or any other source. Avoid plagiarism at all costs, and always quote all your sources. Any form of cheating (be it on an essay or a test or any other assignment) is discouraged and will affect your grade. Internet-based tools make it extremely easy today to find out whether somebody pasted material from the internet or other sources.

Organization

The work on each of the chapters is task-oriented. Prepare these tasks well in advance. You need at least an hour to prepare for each class session. Read the pages assigned for each day thoroughly. You will have not only to know the material but also to apply it. Use your dictionary (-ies) to look up for words and their constructions with prepositions used and/or irregular stems (a good dictionary will give you constructions, stems and examples of sentences). Take a study partner and work with her/him, especially on oral activities and presentations. However, the written work given to me should be your own (see above).

STUDY TIPS

1. Never miss class. Use every opportunity to speak, hear and read French. Keep on trying to keep a conversation going. This course will use the latest ACTFL-designed techniques in order to enhance your oral proficiency. Be willing to take risks, trying out the new structures and vocabulary you are learning. Students who play it safe (stick to the simple, reliable forms instead of trying new ones) will only hold themselves back. There is no disgrace goofing with something you didn't know; but progress comes from learning from it and doing better next time.
2. Make a constant effort to participate in each class. The classroom is the primary focus for all second-year work. As you are novice speakers, you should not be afraid to make mistakes. They are a necessary part of the learning process. Never fear to ask for help: often the same thing puzzling you is confusing others too. Get help fast when you need it; do not let problems develop. Take at least two appointments with the instructor to discuss honestly your progress and difficulties.
3. Do not fall behind in your work. Be organized: do your homework in time. 'Catching up' is extremely difficult in an intermediate language course. Success depends largely on regular contact with the material (In practicing a skill, four 15 minute-study periods with full concentration may work better for you than one-hour sessions). Don't be satisfied with knowing the material. Be sure to practice enough times to be able to perform it with relative ease and fluency. Tests examine not only what you know, but how well you know it and how quickly you can put it into use.
4. Watch yourself as a learner: try to determine what type of material helps you learn best and what doesn't. Ask for help from your instructor. Avoid translation at all costs: you want to develop skills in French, and it

doubles your processing time. It is more useful to develop the ability to paraphrase (circumlocute).

5. Design your own learning aids: flashcards, charts, lists, repertoires, website, etc. This will help you memorize and recycle the material. Take advantage of cognates while building your vocabulary. Put tricky points on cards to carry with you and take advantage of those mentally idle moments in your day (walking, standing in line, eating breakfast, etc.) to practice the language. Memorize not only vocabulary, but useful formulas you can rely on to get things done.

6. Assume that grammar and syntax do mean something. In Romance languages, among others, place, form and endings of words can make a huge difference in meaning, and have for hundreds of years. Use the hand-outs and the course Internet site on the Blackboard.

7. Practice out loud. Read the material and learn the spelling of the words. Use the website's suggestions to improve on your speaking and listening abilities.

Some of these suggestions come from the *Middlebury College Summer Language School Handbook*, 1997, the *Wake Forest University Romance Languages Home Page* and the following individuals: Kara Rabitt, Joan McRae, Lucile Duperron. Also see Joan Rubin & Irene Thompson, *How to be a More Successful Language Learner*, Heinle & Heinle, 1982, or H. Douglas Brown, *A Practical Guide to Language Learning*, McGraw Hill, 1989). I am indebted to Dr. Blackburn-Jansma and Dr. Lionel Gall for their invaluable advice on this course.

FRENCH 1002

ELEMENTARY FRENCH II: SCHEDULE

Promenades program / Specific outcomes for units 8-13 are the following:

- Describing your house or apartment
- Talking about household chores
- Showing people around the house
- Differentiating between past tenses
- Talking about food and nutrition
- Talking about shopping for groceries
- Describing the dinner table
- Describing the recent past
- Making comparisons
- Describing how you feel physically
- Discussing health and medical conditions
- Discussing remedies
- Talking about daily routines
- Talking about technology and electronics
- Explaining car trouble
- Expressing hypotheses
- Talking about errands
- Giving directions and offering assistance
- Talking about future plans

- Talking about nature and the environment
- Expressing your beliefs and opinions about issues
- Giving advice to others
- Expressing will, hopes, and emotion
- Expressing doubt and disbelief