



## **CIEE Global Institute – Paris**

<b>Course name:</b>	French Language – Beginning I
<b>Course number:</b>	FREN 1001 PAFR
<b>Programs offering course:</b>	Paris Open Campus
<b>Open Campus track:</b>	Language, Literature and Culture
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2019

### **Course Description**

This beginning grammar course aims to cover grammar basics while consolidating students' knowledge of principal tenses (present, past, and future), interrogation, negation, and pronouns. It will also allow them to deepen their understanding of elementary points, such as the masculine and feminine in adjectives and nouns, articles, expression of quantity, as well as demonstrative and possessive adjectives (elements that are absolutely essential to all communication). Lastly, this course will enrich students' vocabulary, which is equally indispensable at this stage of their learning.

### **Learning Objectives**

In this course, students will carry out important work on verbs – the heart of sentences and essential elements to be mastered in the development of communicative capacity. They will also learn to master basic grammatical elements, which are critical to understanding one's interlocutor. In addition, they will practice grammar in both written and oral forms, so as to develop practical communicative competences. At the end of the course, students will be capable of communicating and exchanging with a native speaker on simple, practical subjects regarding everyday life.

### **Course Prerequisites**

This course is designed for students with no background in French.

### **Methods of Instruction**

Learning a foreign language requires to process the meaning of words and sentences, to compare its structure with that of one's own language and to interact with native speakers. We will start by discovering the sounds and writing of French, and go through basics like numbers, essential nouns, adjectives and verbs. Memorizing and being able to practice through "micro-systems" like conjugations is important and prepares the way for strong academic skills.



## **Assessment and Final Grade**

Final grades will be calculated using the following percentages:

- First assignment: spelling and pronunciation 10 %
- Midterm 15 %
- Class Participation 1 (week 3) 10 %
- Vocabulary test 15 %
- Class Participation 2 (week 4) 10 %
- Creative writing (with peer review) 15 %
- Final exam 15 %
- Class Participation 3 (week 6) 10 %

## **Course Requirements**

**Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.**

Students are expected to do regular work and memorize new elements both in speaking (such as pronunciation) and writing (spelling and grammatical marks). An active participation in class is essential to develop a good grasp of the bases of French grammar and communication.

### **First assignment: spelling**

With this first assignment, students will make sure they master the basics of French spelling and pronunciation through classroom vocabulary.

### **Midterm**

This test evaluates the student's grasp of vocabulary and numbers covered in the first half of the block. It also includes oral comprehension and oral production components.

### **Vocabulary test**

This second test is a written test about essential French vocabulary covered in class (nouns with their gender, masculine or feminine).

### **Class Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Important: collective and individual reflection on language learning, based on video materials, discussions in class and small written productions in English, is part of class participation and is graded as such. All students in the group are expected and encouraged to engage in an actual and conscious learning of the language, inside and outside the class, in order to succeed and move on to the next appropriate language level.

### **Creative Writing with Peer Review**

This writing exercise, articulated around the expression of specific personal tastes, takes its inspiration from a literary work which is introduced in class. It then proceeds through vocabulary search and vocabulary building as well as a peer review. After two drafts, students come up with a final version which in turn results in an in-class oral activity. The overall purpose of this multifaceted activity is to create a sense of continuity and progression throughout the block and allow students, even at this level, to appropriate the language.

### **Final Exam**

This exam is cumulative, covering material from the entire block. Oral understanding, grammar, spelling and vocabulary will be evaluated.

### **Attendance and Punctuality**

Regular class attendance is required throughout the program, and all unexcused absences\* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

\*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event\*, as well as to Internship, Service Learning, or required field placement.*

\*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class



- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Potential reduction of participation grade
10 – 20%	2	Written warning; reduction of final grade by 3%
More than 20%	4	Automatic course failure, and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1 INTRODUCTION**

##### **Session 1**

Class presentation

Student introductions. “Je m’appelle, Elle s’appelle, Il s’appelle...”

Letters and numbers from 0 to 10.

Vocalic sounds: « eu », « oi », « au », « on ».

work for next class: <https://quizlet.com/216548010/numbers-from-one-to-ten-flash-cards/>

work for session 4:

Watch [the videos](#). What is the most relevant or inspiring talk for you ? What attitudes and strategies are you going to keep in mind?

#### **Week 2 CONTACT**

##### **Session 2**



“Les mots nouveaux”: words and expressions heard and seen by the students.

Some French names and how to read them.

Numbers 10 to 19.

How to read: « ou », « ei », « in » + “la liaison”.

work for next class: <https://quizlet.com/216560251/numbers-from-ten-to-nineteen-flash-cards/>

### **Session 3**

Adjectives of nationality.

Verbs “être” and “s’appeler”.

Communication: getting acquainted.

Free assignment.

work for next class:

[582067/nationality-adjectives-feminine-and-masculine-1-flash-cards/](https://quizlet.com/582067/nationality-adjectives-feminine-and-masculine-1-flash-cards/)

<https://quizlet.com/216582340/nationality-adjectives-feminine-and-masculine-2-flash-cards/?new>

### **Session 4**

Names of countries: the use of “le”, “la”, “l” and “les”.

Communication: greetings in French.

work for next class:

<https://quizlet.com/219251478/country-names-flash-cards/><https://quizlet.com/216583095/greetings-flash-cards/>

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### **Session 5**

Numbers from 20 to 69.

How to read: « en », « an ».

French vocalic sounds.

**First graded assignment: spelling and pronunciation.** Adjectives, nouns, numbers introduced and practiced in weeks 1 and 2.

Discussion in English: first impressions on learning a foreign language; comments about the videos.

work for next class:

<https://quizlet.com/216583341/counting-by-tens-flash-cards/?new>



### **Session 6**

“Les mots nouveaux”: words and expressions heard and seen by the students.

Written understanding: how to introduce yourself.

work for next class:

<https://quizlet.com/216584583/days-of-the-week-and-different-parts-of-the-day-flash-cards/>

### **Session 7**

Communication: how to ask for information.

Vocabulary: colors.

work for next class:

<https://quizlet.com/216729176/colours-flash-cards/?new>

### **Session 8**

Review and exercises to prepare for the midterm examination.

Numbers up to 100.

work for next class: <https://quizlet.com/216584882/numbers-from-69-to-79-flash-cards/?new>

## **Week 4 FOOD**

### **Session 9**

Midterm: test evaluating oral comprehension + vocabulary + numbers.

Class participation grade #1.

work for next class: <https://quizlet.com/216585534/numbers-from-80-to-99-flash-cards/?new>

### **Session 10**

“Les mots nouveaux”: words and expressions heard and seen by the students.

Communication : “Au restaurant”.

Vocabulary: fruits

work for next class:

<https://quizlet.com/216729317/fruits-flash-cards/?new>

### **Session 11**

« J’aime / je n’aime pas »: written understanding.

Vocabulary: vegetables.



Common verbs finishing with –er.

work for next class:

<https://quizlet.com/216729636/vegetables-flash-cards/?new>

<https://quizlet.com/216709419/common-verbs-finishing-with-er-flash-cards/?new>

Prepare for the vocabulary test.

### **Session 12**

#### **Vocabulary test.**

« J'aime / je n'aime pas »: draft 1, written production.

work for next class:

« J'aime / je n'aime pas »: complete Draft 1.

## **Week 5 MEETING PEOPLE**

### **Session 13**

#### **“J'aime / je n'aime pas” : Draft 1 due by class time**

“Les mots nouveaux”: words and expressions heard and seen by the students.

Communication : “Au téléphone”.

work for next class:

« J'aime / je n'aime pas »: peer review.

### **Session 14**

Conjugation: common verbs in -er (full conjugation).

#### **“J'aime / je n'aime pas”: Peer reviews due by class time.**

work for next class:

<https://quizlet.com/216709146/common-verbs-finishing-with-er-2-conjugate-with-je-and-vous-flash-cards/>

### **Session 15**

How to express time: “official” time.

work for next class:

« J'aime / je n'aime pas »: draft 2.

### **Session 16**

How to express time: “ordinary” time.

#### **“J'aime / je n'aime pas” Draft 2 due by class time.**

work for next class:



<https://quizlet.com/216730149/how-to-express-time-flash-cards/?new>

“J’aime / je n’aime pas”: write the final version.

## **Week 6 DAILY LIFE ACTIVITIES**

### **Session 17**

“Les mots nouveaux”: words and expressions heard and seen by the students.

Communication: “La Vie quotidienne”.

Vocabulary: family members.

**“J’aime / je n’aime pas”: final version due by class time.**

work for next class:

<https://quizlet.com/249068579/other-verbs-ending-with-er-flash-cards/?new>

### **Session 18**

“Du / de la / de l’ / des”

Preparation for the final examination: written production (“Qui est Karen ?”).

“J’aime / je n’aime pas”: Reading.

work for next class:

Go over notes and activities and bring questions to the general review next class.

### **Session 19**

Verb “aller” and preposition “à”

Collective preparation for the final examination: oral production and interaction.

General review.

work for next class:

Prepare for the final examination (conjugations, vocabulary).

### **Session 20**

**Final examination. Cumulative test evaluating oral comprehension, oral production, vocabulary, and numbers.**

Conclusions.

## **Course Materials**

### **Bibliography**

*Alter Ego +. Méthode de français, niveau A1.* Hachette, Paris.

## **Academic Integrity**





CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate,



require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.