



CIEE Global Institute – Paris

Course name:	French Language – Intermediate I
Course number:	FREN 2001 PAFR
Programs offering course:	Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	French
U.S. Semester Credits:	3
Contact Hours:	60
Term:	Fall 2019

Course Description

In this course, intermediate French language students will gain a broader lexical and grammatical foundation for their language studies. Students will improve their written and oral expression, aided by an in-depth study of grammar (tenses, reported speech, an introduction to conditional and subjunctive), as well as syntax and vocabulary. They will learn idiomatic expressions and learn to identify and eliminate anglicisms in their speech. This theoretical study is complemented by reading and analysis of simple texts to illustrate the grammatical points raised in class. By the end of the class, students will be able to write a descriptive or narrative text in a clear and organized fashion about subjects with which they are familiar. They will be able to understand the concept of registers of speech and have a face-to-face conversation about a range of issues.

Learning Objectives

By the end of this course, students will have acquired the linguistic and communicative competences of intermediate French language students, including:

- Writing short, clear, and well-structured descriptive or narrative texts, on subjects familiar to students.
- Holding an argumentative conversation based on simple themes.

Course Prerequisites

This course is designed for students with two to three semesters of college-level French, or the equivalent as determined by a placement test.

Methods of Instruction

In-class teaching is complemented by group exercises and written homework.

Assessment and Final Grade

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|---|-----|
| - 4 short take-home essays | 40% |
| - 2 exams in class (mid-term and final exams) | 20% |



- 1 oral presentation 15%
- Participation 25%

Course Requirements

Short take-home essays (200 to 300 words each)

- Essay 1: autobiography
- Essay 2: a fairytale
- Essay 3: "Everything is planned" / making plans
- Essay 4: A journalist's article about Parisian culture / Parisian life / study abroad

Midterm exam

In the midterm examination, students are assessed on all four skills: oral comprehension (listening), oral expression (speaking), written comprehension (reading), oral expression (speaking). Their grasp of the grammar covered in class is also evaluated.

Final exam

The final exam uses the same type of assessment as the midterm examination: all four skills and grammar are evaluated.

Oral presentation

Duration: 5-8 mn about a French theme submitted to the teacher (a Paris district, a museum, a region, street art, a French artist, a French writer...). For the oral presentation, a powerpoint slideshow and a printed handout (with an outline, new vocabulary, a bibliography at the very least) will be provided by the student presenting.

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.

Good preparation and active participation in class are essential for this course.

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%.

Course Attendance and Punctuality



Regular class attendance is required throughout the program, and all unexcused absences* will 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.

*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	—
10 – 20%	2	Reduction of final grade; written warning
More than 20%	4	Automatic course failure, and possible expulsion

Weekly Schedule



Week 1 / Theme: Social relations / Introduce yourself / How to ask questions (review).

Session 1 : Review

Introduce yourself to the the new group (new students and new teacher): Identity, home, university and studies, self-description, hobby, what you like and what you don't like.

Review: verbs in the present tense, negation, masculine and feminine adjectives, the expression of time (depuis, pendant, dans, en, pour).

Vocabulary: studies, family, countries.

Week 2 / Theme 1: Social relations / Introduce yourself / How to ask questions (continued). Theme 2: How to tell a story in the past.

Session 2

Expression of time (continued): correction of exercises.

How to ask questions: elaboration of a questionnaire.

Vocabulary: art, sports, music, hobbies.

Past tense: Reading/memorizing a poem / pronunciation (Prévert, "Déjeuner du matin").

Session 3

Co-curricular outing.

Session 4

Theme: How to tell a story in the past.

Past tense (review) with "être" and "avoir" / agreement with "être".

Poem "Déjeuner du matin": reading and reciting.

Group activity: elaboration of a biography (peer to peer).

Object pronouns: le / la / l' / les (review).

Lexical context: localization in the past/ seasons, months, words for expressing time (time markers).

Session 5

Past tense (review) with reflective verbs.

Group activity: elaboration of a biography (final).

Essay 1 due at class time. Autobiography or biography of someone you find inspiring (200 words +/- 10%, double space).

Week 3 / Theme 1: Events in the past (continued). Review. / Theme 2 : Description in the past—l'imparfait ("It was a beautiful day..."). Habits in the past ("When I was young, I used to...").

Session 6



Oral presentation 1+ lexical context depending on the subject chosen by the student.

Class activity: Written production with the elaboration of a fairy tale: beginning (the tale's events).

Grammar (new): the pronouns y / en / lui / leur.

Session 7

Oral presentation 2 + Lexical context depending on the subject chosen by the student.

Class activity: Written production with the elaboration of a fairy tale (continued).

The past tense of the "imparfait": description.

Pronouns: le / la / l' / les / y / en / lui / leur.

Session 8

Oral presentation 3 + lexical context depending on the subject chosen by the student.

The past tense of the "imparfait": habits in the past ("When I was young, I used to...")

Elaboration of a fairy tale: all descriptions.

Preparation of the midterm exam.

Reminder: Essay 2 is due at class time for Session 10. A fairy tale (500 words +/- 10%, double space).

Week 4 / Theme: Making plans.

Session 9

Midterm exam (1h).

Song introducing future tense

Excerpt from a French movie / oral comprehension + discussion.

Session 10

Oral presentation 4 + lexical context depending on the subject chosen by the student.

Grammar: future tenses (near future: review)

Theme: Travelling (communication).

Activity: Written understanding and production.

Relatives pronouns: qui / que / dont / où.

Essay 2 due at class time. A fairy tale (300 words +/- 10%, double space).

Session 11: Co-curricular outing.

Session 12



Oral presentation 5 + lexical context depending on the subject chosen by the student.

Grammar: Future tenses (simple future).

Relatives pronouns: qui / que / dont / où (practice) and relatives pronouns following prepositions.

Week 5 / Theme: Future tenses (end) / Advice and regrets.

Session 13:

Oral presentation 6 + lexical context depending on the subject chosen by the student.

Grammar: Future tenses (simple future) / exercises.

Class activity: Organizing a trip in Europe, using the future.

Theme: Travelling (vocabulary).

Relatives pronouns: practice.

Reminder: Essay 3 is due at class time for Session 16. Around a project in the future (500 words +/- 10%, double space).

Session 14

Oral presentation 7 + lexical context depending on the subject chosen by the student.

Grammar : conditional present / how to give advices

Oral comprehension

Session 15

Oral presentation 8 + lexical context depending on the subject chosen by the student.

Grammar: Conditional present / simulation in everyday situations

Written comprehension

Session 16

Oral presentation 9 (if necessary) + lexical context depending on the subject chosen by the student.

Conditional in the past (beginning).

Group activity: brainstorming on problematic situations / practice.

A song ("J'aurais voulu être un artiste").

Essay 3 due at class time. Around a project in the future (300 words +/- 10%, double space).

Week 6 / Themes: Reporting speech / How to express your opinion.

Session 17



Theme: the press (debates and conversation).

Activity: Oral understanding and oral production.

Reported speech.

Activity: Oral understanding.

Reminder: Essay 4 is due at class time for Session 18: A journalist's article about Parisian culture / Parisian life / Studying in Paris (500 words +/- 10%, double space).

Session 18

Reported speech: practise (continued).

Grammar / vocabulary for a debate (according to me / I don't consider...).

Preparation of the final exam.

Essay 4 due at class time: A journalist's article about Parisian culture / Parisian life / Studying in Paris (300 words +/- 10%, double space).

Session 19

Final exam (1h).

Theme: Christmas in France / Yuletide: food, songs, celebration.

Session 20

Comments on the final exam.

Prospects for the future.

Sharing work and a goodbye celebration (songs, poems...).

Course Materials

Textbooks: copies provided by the teacher.

Online : *Grammaire progressive du Français*. Editions CLE international, 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.