



CIEE Global Institute – Paris

Course name:	French Language – Beginning II
Course number:	FREN 1002 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	French
U.S. semester credits:	3
Contact hours:	60
Term:	Spring 2019

Course Description

This course is designed for students with one to two semesters of college-level French, or the equivalent as determined by a placement test. This class reviews and consolidates the fundamentals of grammar (present, past, and future tenses, interrogation and negation, and pronouns) and introduces new elements on this basis (adjectives and adverbs, and irregular verbs). The goal of the class is for students to be able to carry out speech acts essential to daily life and compose simple descriptive, informative texts and simple expressions of opinion. Students should be able to understand a simple face-to-face conversation about practical issues and familiar subjects.

Learning Objectives

At the end of the semester, students will be able to:

- Write a simple but well-constructed text on a familiar topic of general or personal interest
- Describe and recount events in a simple but clear fashion
- Gather and reproduce simple but precise information
- Give an opinion on familiar topics of general or personal interest.

Course Prerequisites

Students should:

- Be able to handle simple, everyday conversations
- Know basic verbs in present tense
- Know vocabulary for simple, everyday situations
- Be able to ask for information.

Methods of Instruction

Grammar lessons and communication activities follow a path that started in previous classes with the learning of French sounds and essential words. Each module brings new vocabulary and new conjugation that are discovered and reused through exercises, games and individual or collective productions, both oral and written. For each module, an assignment validates the student's grasp of the new material.

A word on homework: Quizlet links and occasional exercises from the booklet allow



students to apply newly learned vocabulary, conjugations and the syntactical uses of words. Little tests during class (not graded but included in the participation grade) may be used to verify that the homework is done on a daily basis. Moreover, homework prepares students for each module/assignment by displaying day after day a part of the assignment material (vocabulary, conjugations, grammar).

Assessment and Final Grade

Final grades will be calculated using the following percentages:

- Verbs and vocabulary / test #1 10%
 - Midterm 15%
 - Verbs and vocabulary / test #2 15%
 - Presentations 15%
 - Final exam 15%
 - Class Participation 30%
- (graded weekly at the end of weeks 2, 3, 4, 5, 6)

Course Requirements

Verbs and Vocabulary / test #1

With this first assignment, students check their familiarity with and mastery of the conjugation of regular and irregular verbs in the present tense, as well as basic vocabulary (nouns and expressions) covered since the beginning of the class. As with every assignment, a complete review sheet will help students to prepare for that test. *Note that a practice test, which is not graded, helps students get a sense of the format for the two tests on verbs and vocabulary. Scheduled at the end of week 2, it also ensures they master the material covered during the first classes.

Midterm

This test evaluates the student's grasp of the material covered in the first half of the block. It also includes components in oral comprehension and oral production/expression. A complete review sheet will be handed out to the students to prepare for the midterm.

Verbs and Vocabulary / test #2

This second test is a written test about essential French vocabulary covered in class and conjugations since test #1.

Creative Writing with Peer Review

"Mystère à Paris" is a written production assignment that allows students to use their French language while collectively inventing a story based in Paris. Following the rules of writing, respecting the deadlines, working on the grammatical correction and precision is important. So is the capacity to explore the real Parisian places and to invent characters and situations to give life to a fictional story.

Presentations

Presentations will be both prepared during class and as student homework.



Engagement, comprehensibility, comprehension (of the other students' questions), vocabulary use, language control, fluency and communication are going to be the main focus for evaluation of this oral performance. Format instructions for the assignment will be given in class.

Final Exam

This exam is cumulative, covering material from the entire course. Oral understanding, written understanding, oral production, written production, grammar, conjugations and vocabulary will be evaluated.

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, and attentiveness on co-curricular and outside-of-classroom activities.

In this course, participation more specifically involves doing one's personal work with appropriate care and dedication, showing preparedness and being fully engaged in class, responding to discussions or propositions made by the teacher about class work or interactions.

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. All these elements combined will help students achieve excellent participation grades.

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	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
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.

Module 1: Talking about oneself / Review

- Session 1: Introduction
Review: nouns and articles ; être et avoir
How to express personal tastes
- Session 2: Review: regular verbs
Habits
Questions and answers using common verbs.
Structures « Quel-l-e-s est/sont ; Est-ce que »
- Session 3: Review: Possessive articles ; common adjectives



Family vocabulary and person description
Brainstorm ideas about memorization (1/2)

Session 4: Review: time ; all numbers and how to express a price
Food vocabulary

Session 5: **Practice assignment**
Fashion and clothes
Questions with « est-ce que »

Module 2: The city

Session 6: Directions
Vocabulaire de la ville
Written and oral understanding

Session 7: **Verbs and vocabulary / test #1**
Describe a place in Paris
« C'est / ce sont / il y a »

Session 8: **Field trip: Parisian markets (1)**

Session 9: Means of transportations
Plan a fun day out in Paris
Irregular verbs in present tense (1)

Module 3: Tourism

Session 10: Travel and luggage vocabulary
Oral understanding activity
Irregular verbs in present tense (2)

Session 11: **Midterm Examination**
Preparation for presentations about French Regions
Irregular verbs in present tense (2-basis verbs)

Session 12: **Field trip: Les Galeries Lafayette**

Session 13: Review: The weather
Preparation for presentations about French Regions
Interrogative words: où, quand, comment, pourquoi, combien ?

Module 4: Asking for information

Session 14: Les renseignements



Oral understanding and administrative vocabulary

Presentations

Session 15: General review for present tense

Verbs and vocabulary / test #2

Presentations

Session 16: Passé composé with avoir

Brainstorm ideas about memorization (2/2)

Presentations

Session 17: Field trip: Parisian markets (2)

Module 5: Social relations

Session 18: Passé composé with être / passé composé and the negation

Oral understanding and verbs about social interactions

Session 19: Futur proche

General review

Session 20: **Final examination**

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.