



## CIEE Global Institute — Paris, France

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|----------------------------------|----------------------------------|
| <b>Course name:</b>              | French Language – Intermediate I |
| <b>Course number:</b>            | FREN 2001 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>                     | Spring 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 be able to:

- Develop linguistic and communicative competences of intermediate French language students.
- Write short, clear, and well-structured descriptive or narrative texts, on subjects familiar to students.
- Hold 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

This is a language class in which oral expression and grammatical study are essential. Exercises and participation are key. The following program, including grammatical points that comprise the object of study, will be respected as an ensemble. There may, however, be a few small modifications based on student need, level, learning rhythm, and interest.



There will also be several small quizzes every week; dates will be set based on a common agreement between students and professor.

### **Assessment and Final Grade**

|                              |     |
|------------------------------|-----|
| Grammar Tests and Exercises: | 30% |
| Written Assignments:         | 20% |
| Final Exam:                  | 25% |
| Class Participation:         | 25% |

### **Course Requirements**

#### **Grammar Tests and Exercises**

Students will be asked to fill in blanks, transform or translate phrases, write paragraphs using some grammar points and idioms studied in class.

#### **Written Assignments**

Students will complete several writing assignments of various lengths in class. This type of exercise will allow students to practice grammar and vocabulary (and improve on their accuracy) before coming to class.

#### **Final Exam**

The final exam will involve two parts. The first part will cover all the grammar points studied during the block as well as idiomatic phrases. In the second part, students will be asked to write a short essay using some points practiced in class.

#### **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.

### **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.

#### **Week 1**

#### **Session 1**



Presentation of course and class objectives.  
Verification of levels and baseline knowledge  
Written and oral expression class work, learning some basic idiomatic phrases.

## **Week 2**

### **Session 2**

Assessing knowledge and skills as the course begins.  
Present indicative of 3 verb groups.  
Verbs : “vouloir” “pouvoir” “devoir”.  
Vocabulary tools needed for communication : *peut-être, presque, toujours, jamais, tout à l’heure, avant, après.*  
Homework exercises.

### **Session 3**

Indefinite and partitive articles, in both practiced in dialogues (oral and written) in daily life situations.  
Masculine and feminine suffixes.  
Homework exercises.  
**Vocabulary test.**

### **Session 4**

Negative form of determinants.  
Capacity  
Masculine and feminine suffixes (continued)

### **Session 5**

Pronoun complements : le-la-les // lui-leur (choice and place), in affirmative and negative forms.  
Directed conversation, with questions and answers, around the use of these pronouns.  
Homework exercises.  
**Composition exercise to be completed in class.**

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## **Week 3**

### **Session 6**

Pronoun complements : en // le-la-les (choice and place), in affirmative and negative forms.  
Prepositions in front of city and country names.



Directed conversation, with questions and answers, around the use of these pronouns.

Homework exercises.

### **Session 7**

Demonstrative adjectives.

Possessive adjectives.

### **Session 8**

Imperatives.

Imperatives + pronouns.

Complex negative phrases (ne plus - ne jamais - ne personne).

**Written grammar test.**

## **Week 4**

### **Session 9**

Passé composé (past tense).

Presentation and choice of auxiliary.

Formation of past participle.

### **Session 10**

Agreement of past participle :

- the auxiliary “avoir” and simple agreement of past participle.
- the auxiliary être” and simple agreement of past participle.

Written exercises on agreement of past participle.

### **Session 11**

Adverbs of quantity.

Adverbs of intensity.

Verbs “être” and “avoir” in the past imperfect (l'imparfait)

Homework exercises.

### **Session 12**

Formation of simple future tense.

Most common exceptions to the simple future.

Oral and written practice of simple future.

Structural review exercises with opposition of passé composé and simple future + pronouns.

**Written grammar test.**

## **Week 5**

**Session 13**

Particularities of conjugation of certain verbs in the simple future tense.  
Special uses of simple future in French.  
Homework exercises.

**Composition exercise to be completed in class.**

**Session 14**

relative pronouns (simple).  
Special focus on the translation of “dont”.  
Various exercises to complete at home.

**Session 15**

Demonstratives followed by a relative pronoun.  
Oral and written practice.  
Homework exercises.

**Session 16**

Formation and use of the present conditional  
Hypothetical sentences with conditional in present tense.  
Homework exercises.

**Written test on idiomatic expressions and structures.**

**Week 6****Session 17**

Introduction to the subjunctive (part 1)  
Presentation and regular formation.  
Homework exercises.

**Vocabulary test.**

**Session 18**

Introduction to the subjunctive (part 2)  
Exceptions.  
Simple uses of subjunctive.

**Session 19**

“Tout” as an adjective.  
“Tout” as a pronoun (simple uses).

**Session 20**

Questions and **final exam.**



### Course Materials

Grammaire. *Le petit Grévisse*. Editions Duculot Louvain.  
*La conjugaison pour tous*. *Bescherelle*. Editions Hatier.  
Dictionnaire de langue française. Larousse or Robert.  
Documents to be distributed or posted on Canvas by the professor.

### 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.