



## **CIEE Global Institute – Paris**

<b>Course name:</b>	French Language – Advanced I
<b>Course number:</b>	FREN 3001 PAFR
<b>Programs offering course:</b>	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**

This course is designed for students with four or five semesters of college-level French, or the equivalent as determined by a placement test. Students read articles, essays, and literary texts, and carry out regular in-class and at-home writing exercises and essays, which are reviewed in class. The course covers the following grammatical points – tenses, including the conditional, subjunctive, and passé simple; pronouns – and also teaches students to expand their argumentative skills. By the end of the semester, students should be able to argue a point of view on abstract subjects in an oral presentation and write a well-constructed and coherent essay on a subject of general interest. They should be able to understand and use appropriately varied kinds of discourse, including formal and informal, slang, and academic language, as well as begin to master the different registers of language.

### **Course Objectives**

Students will be expand their proficiency in these areas:

- Express themselves in spoken and written French, with a nuanced and rich vocabulary
- Properly use syntax and structure
- Be able to conform to the academic rules of French universities

### **Course Prerequisites**

This course is for advanced French language students looking to deepen their understanding of the language.

### **Methods of Instruction**

In order to achieve the course objectives, students will undertake numerous written exercises, such as model-based phrase constructions, written assignments on diverse topics (stories or descriptions), small written summaries of texts or articles, brief essays based on precise themes or quotations, etc. Some of these exercises will be completed in class, but students will also have to turn in assignments completed at home.



In addition to the grammatical topics dealt with in class, we will devote time to a review of the most frequent grammatical mistakes after each written assignment. This may lead to the review or development of other grammatical points, both simple and complex, as well as a recap of common expressions essential to any kind of discourse. Parallel to the grammatical reviews, the professor will propose a systematic research assignment to the students, allowing them to improve their syntax and enrich their vocabulary through the acquisition of idiomatic phrases and the progressive elimination of their Anglicisms.

### **Assessment and Final Grade**

Grammar tests and quizzes	30%
Written assignments	20%
Final exam	30%
Participation	20%

### **Course Requirements**

#### **In-class tests and quizzes**

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

#### **Homework and written assignments**

Students will have to write short essays on different subjects given by the professor or chosen by them. In each assignment, they will have to use a list of idiomatic expressions as well as grammar points seen and practiced in 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 expressions. In the second part, students will be asked to write a short essay using some points practiced in 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.

### **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.



## Week 1

**Session 1:** Presentation of the scope of the course and methods of instruction.

Grammar review: personal pronouns; difference between personal pronouns (me-te-lui) and “à” + tonic pronouns (moi-toi-lui). Use of “de” + tonic pronouns.

## Week 2

**Session 2:** Directed conversation around the use of pronouns, with questions and answers.

Double pronouns.

Review of important idiomatic structures.

**Session 3:** Expression of cause and consequence.

Study of idiomatic expressions and structures.

[Vocabulary test.](#)

**Session 4:** Expression of goal and concession.

Written structural exercises to be completed at home.

Study of idiomatic expressions and structures.

**Session 5:** Complex forms of comparatives.

Oral and written practice of different types of comparatives. Special focus on the comparative of equality, as well as the translation of “better, much better, so much better.”

[Composition exercise on a specific subject. To be completed in class with the help of a dictionary.](#)

## Week 3

**Session 6:** Complex agreement of past participle

Study of idiomatic expressions and structures.

**Session 7:** Movement verbs and auxiliaries.

Study of idiomatic expressions and structures.

**Session 8:** Past tenses (imparfait and passé composé). Particular use of the passé composé with some verbs.

Past tense (plus-que-parfait).

Study of idiomatic expressions and structures.



## Week 4

**Session 9:** Discussion and correction of most common student mistakes made when using the past tenses. Study of an excerpt from *The Stranger*, by Albert Camus.

[Written grammar test.](#)

**Session 10:** Review of the basic use of the subjunctive in the present and past tenses. Homework exercises on the choice between indicative and subjunctive.

Study of idiomatic expressions and structures.

[Vocabulary test.](#)

**Session 11:** Complex uses of the subjunctive in the present and past tenses (part 1). Homework exercises on the choice between indicative and subjunctive.

Study of idiomatic expressions and structures.

**Session 12:** Complex uses of the subjunctive in the present and past tenses (part 2). Homework exercises on the choice between indicative and subjunctive.

Study of idiomatic expressions and structures.

## Week 5

**Session 13:** Special verbs and expressions with subjunctive. Structural exercises in class. Homework.

[Written test on idiomatic phrases.](#)

**Session 14:** Simple relative pronouns in special structures and special focus on the difference between “dont” and “duquel”.

Study of idiomatic expressions and structures.

**Session 15:** Composed relative pronouns. Structure and uses.

Study of idiomatic expressions and structures.

**Session 16:** Hypothetical phrases with present conditional.

Exercises on present conditional forms.

Special focus on the verbs “pouvoir” and “devoir”.

Idiomatic structures with the conditional.

[Written grammar test.](#)

## Week 6

**Session 17:** Hypothetical phrases with past conditional.

Exercises on past conditional forms.



Special focus on the verbs “pouvoir” and “devoir” in the past conditional.  
Idiomatic structures with the conditional.

[Composition exercise on a specific subject to be completed in class with the help of a dictionary.](#)

**Session 18:** The passive voice.  
Written and oral practice.

**Session 19:** Follow-up in-class review of written work.  
Written in-class exercises to prepare for the final exam.

**Session 20:** [Final exam on grammar and composition.](#)

### **Course Materials**

Bescherelle, *L'art de conjuguer les verbes*, ed. Hatier.  
Camus, Albert. *L'étranger*. Paris: Livre de poche, 2010.

### **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.