



CIEE Global Institute – Paris

Course name:	French Language – Advanced II
Course number:	FREN 3002 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 five or six semesters of college-level French, or the equivalent as determined by a placement test. Students read high-level 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 these grammatical and stylistic topics: irregular tenses, imperfect subjunctive and simple past, advanced idioms and rhetoric, the use of the expletive “ne”. By the end of the class, 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 specific interest. They should be able to master varied kinds of discourse, including formal and informal language, slang, French wit and turns of phrase, and elegant argumentative and expository language.

Learning Objectives

Students will be able to:

- Express themselves in spoken and written French, with a nuanced and rich vocabulary
- Properly use syntax and structure

Course Prerequisites

This course is designed for students with four or more semesters of college-level French, or the equivalent as determined by a placement test. It is designed for advanced French language students who seek to hone their knowledge of grammar and embark on reading texts of different genres.

Methods of Instruction

To reach the objectives of the course with the help and guidance of their professor, the students will be asked to carry out written exercises such as sentence constructions, essays, written summaries, short papers, etc. Some of these exercises will be done in class, but the students will also be expected to do frequent written work at home. After each written exercise we will devote time to the review of common grammatical mistakes. This is



part of the basic approach of this course, and it will often lead us to the review or study of other familiar or more complex grammatical subjects. Parallel to this, the professor will ask the students to do research work that allows them to improve their writing skills and enrich their vocabulary. The goal is in particular to develop conversational abilities with idiomatic expressions and eliminate Anglicisms as much as possible.

Assessment and Final Grade

Grammar tests and quizzes	25%
Written assignments	25%
Final exam	30%
Class Participation	20%

Course Requirements

In-class grammar 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.

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

Introduction to the course and presentation of the instructional approach.
Grammar review.

Week 2

Session 2

Goal and Concession.

Structural exercises in class and at home.

Study of idiomatic expressions and structures.

Composition exercise on a specific subject. To be completed in class with the help of a dictionary.

Session 3

Construction of adverbs with -MENT, regular and irregular forms.

Structural exercises in class.

Study of idiomatic expressions and structures.

Session 4

Le passé simple. Presentation on the usage of *passé simple*, in the past and today.

Observations on current usage, reflecting the disappearance of the *passé simple* in spoken language.

Session 5

Learning and memorizing conjugation patterns for the *passé simple*.

Structural exercises in class.

Study of idiomatic expressions and structures.

Homework: *passé simple*.

Week 3

Session 6

Correction of the composition completed in class.

Correction of grammar mistakes.

Study of idiomatic expressions and structures.

Composition exercise on a specific subject using the *passé simple*. To be completed in class with the help of a dictionary.

Session 7



Usage of the *subjonctif passé* and *infinitif passé*.
Study of idiomatic expressions and structures.
Written homework exercises.

Session 8

Usage of the *subjonctif imparfait* and *plus-que-parfait*.
Observations on current usage, given the complete disappearance in spoken language and partial disappearance in written language.
Written homework exercises.

Session 9

Study of the particular structure of some French verbs.
Oral and written practice of these verbs.

[Written grammar test.](#)

Week 4

Session 10

The interrogative form with subject inversion and pronouns.
Extensive study of the main difficulties.
Study of idiomatic expressions and structures.

Session 11

The passive voice.
Correction of the composition completed in class.

[Written test on idiomatic expressions and structures.](#)

Session 12

The negative form without *pas*.
Presentation of the verbs that allow this construction.
Study of idiomatic expressions and structures.
Written homework exercises.

Session 13

Complex expressions of time with related tenses (part 1).

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

Week 5

Session 14

Complex expressions of time with related tenses (part 2).



Study of idiomatic expressions and structures.

Written grammar test.

Session 15

Correction of the composition completed in class.

NE explétif with comparatives.

Study of idiomatic expressions and structures.

Session 16

Indirect discourse and *concordance des temps* (part 1).

Presentation of the rules of usage.

Study of idiomatic expressions and structures.

Week 6

Session 17

Indirect discourse and *concordance des temps* (part 2).

Study of idiomatic expressions and structures.

Review for final exam.

Session 18

Final exam on grammar and composition.

Course Materials

Bescherelle, *L'art de conjuguer les verbes*, ed. Hatier.

Grammaire progressive du français, niveau perfectionnement, ed. CLE International.

Différents extraits de textes littéraires.

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.