



CIEE Global Institute – Paris

Course name:	Survival French
Course number:	NONCR FREN PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	French
U.S. semester credits:	0
Contact hours:	15
Term:	Spring 2019

Course Description

This course is designed for students who:

- Have little or no previous knowledge of the French language.
- Are NOT interested in continuing their study of French into the future, and only wish to learn basic skills in communicating during their study program in Paris.
- Desire a simplified introduction to the fundamentals of French grammar, syntax, and vocabulary.
- Practice using language in everyday situations through role-playing, excursions, etc.

This language course provides the linguistic tools necessary for students to make themselves understood and to gain a better understanding of the way of life in Paris. Successful communication is the main goal.

Lessons will be sequenced, from presentation activities to guided practice activities to communicative activities. Because language practice should be meaningful, the course will be communicative in nature and based on situations with an emphasis on “real-life” language.

Learning Objectives

This course is designed to:

- Develop students’ practical knowledge of the French language.
- Allow students to manage “everyday situations” (i.e. restaurants, shops, ticket inspections, dorm, etc.) so as to allow greater integration within French culture and society.
- Promote greater confidence in speaking French.
- Provide the most basic foundation necessary for gaining conversational ability, limiting the amount of formal grammar study to the minimum, and focusing instead on situations, pronunciation, and understanding basic phrases.

Upon the completion of this course, the students reach the following levels:



- Listening: Student can understand familiar words and very basic phrases, concerning him / herself; his / her family and immediate surroundings when people speak slowly and clearly.
- Reading: Student can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
- Spoken Interaction: Student can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help him / her formulate what he / she is trying to say. He / she can ask and answer simple questions in areas of immediate need or on very familiar topics.
- Spoken Production: Student can use simple phrases and sentences to describe where he / she lives and people he / she knows.
- Writing: Student can fill in forms with personal details; for example entering his / her name, nationality and address at a hotel registration.

Course Prerequisites

None.

Methods of Instruction

This course centers on participation and active practice of grammatical and lexical points in personal expression. Assessment is regular and is designed to reinforce learning by providing students with feedback on how well they are doing.

Assessment and Final Grade

- | | |
|-------------------------|------|
| ● Take-home assignments | 20 % |
| ● Oral practice | 40 % |
| ● Class Participation | 40 % |

Course Requirements

Take-home assignments

The take-home assignments consist of brief written exercises that lead students to work on their reading comprehension skills and, occasionally, their written communication skills.

Oral practice

The oral practice serves as a final evaluation and involves cross-examination on the part of the students.

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

Even though Survival French is a non-credit course, we are expecting a personal commitment and regular attendance from the students expressing interest in and registering for the course. Not only does this show respect for the work of the instructor, it also contributes to the success of your study abroad program. With the introduction to French it offers, and without the pressure of a grade, Survival French allows you to experience everyday life in Paris through the lens of language and be more than tourists passing through.

Weekly Schedule

week 1

No class.

week 2

Séance 1

Greetings and politeness // Saluer et utiliser les formules de politesse

French sounds and letters

Introducing oneself // Se présenter

Numbers from 1 to 10

Séance 2

Pronunciation :

Metro Station names

The days

How to order 1

week 3

Séance 3

Ordering at the café // Commander au café

Séance 4

La ville // The city

Famous places in Paris (*pronunciation / location / how to get there in subway*)



week 4

Séance 5

Demander son chemin // How to ask directions

Séance 6

La nourriture // Food

week 5

Séance 7

La nourriture 2

Séance 8

How to tell time

week 6

Séance 9

How to tell time 2

Séance 10

Full Review

Course Materials

Course materials will be handed out by the lecturers based on the progress of the group and the students' individual interests.

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.