



## **CIEE Global Institute – Paris**

<b>Course name:</b>	French Language – Intermediate II
<b>Course number:</b>	FREN 2002 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 2020

### **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 faculties of expression and comprehension in French, working on the development of both grammatical and communicative competences through study and diverse exchanges. By the end of the semester, students will be able to express their opinions on familiar subjects, give oral presentations in an organized way, and write a short essay on a subject of general interest using a range of registers. The student will also be able to understand a conversation with several participants and covering a range of personal and general topics.

### **Learning Objectives**

By the end of the course, students will have the linguistic and communicative competences of intermediate French language students.

### **Course Prerequisites**

3-4 semesters of college-level French or equivalent.

### **Methods of Instruction**

Students will have numerous exercises to complete both in class and at home, such as model-based phrase constructions, practice with idiomatic expressions, essays (stories and descriptions) on diverse subjects, etc.

Beyond grammatical points studied in the class, a discussion and correction of the most common mistakes made by students will take place after every written assignment, constituting one of the foundations of the course. This, in turn, may lead to the development or review of other grammatical points, both simple and complex, as well as a recap of common phrases necessary to any kind of discourse.

1. Grammatical work: review and deepening of understanding + practical exercises



2. Oral comprehension and expression : Various exercises in class
3. Written expression: Short, regular writing exercises
4. Learning and practice of idiomatic expressions

### **Assessment and Final Grade**

Grammar and language tests: (including 2 vocabulary tests, 2 grammar tests and 1 test on idiomatic French)	30%
Written assignments:	20%
Final exam:	30%
Class participation:	20%

### **Course Requirements**

**Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,**

- **Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;**
- **Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.**

#### **Grammar and Language Tests**

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 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 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.

### Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences\* may 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 and the final course grade will be lowered by 3 percentage points.

\*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	Possible reduction of the weekly participation grade
10 – 20%	2	Written warning; reduction of the final grade by 3%



More than 20%	4	Automatic course failure, and possible expulsion
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### 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 1.1***

Presentation of the scope of the course and instruction method.

Self-introduction of each student.

Indefinite and partitive articles, in both practiced in dialogues (oral and written) in daily life situations.

Masculine and feminine suffixes.

Homework exercises.

#### **Week 2**

##### ***Session 2.1***

Negative form of determinants. Capacity

Masculine and feminine suffixes (continued)

Homework exercises.

##### ***Session 2.2***

Choice and place of personal pronouns (le-la-les/lui-leur); difference between the use of personal pronouns (me-te-lui) and “à” + tonic pronouns (moi-toi-lui)

Oral structural exercises.

[Vocabulary test.](#)

##### ***Session 2.3***

Outing

##### ***Session 2.4***

Use of pronouns “en” and “y”. Oral structural exercises.

[Written grammar test.](#)

#### **Week 3**

##### ***Session 3.1***



Comparatives. Oral and written practice of different kinds of comparatives.

[Composition exercise to be completed in class.](#)

**Session 3.2**

Special focus on comparative of equality, and translation of “better”.

**Session 3.3**

Superlatives. Regular rules and exceptions.

Oral and written practice of regular superlatives, and of superlatives with adjectives placed before the noun.

**Week 4**

**Session 4.1**

Agreement of past participle :

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

Written exercises on agreement with past participle.

**Session 4.2**

Verbs expressing movement and their auxiliaries.

[Grammar test.](#)

**Session 4.3**

Past tenses;

Discussion and review of most frequent mistakes made by students while expressing themselves in the past tenses.

**Session 4.4**

Written exercises and transformation of short, non-literary texts into past tenses.

**Week 5**

**Session 5.1**

Formation and usage of simple future tense

Discussion and review of most common mistakes made by students when using quand, lorsque, dès que, aussitôt que.

[Written grammar test.](#)

**Session 5.2**

Relative pronouns, simple and complex demonstratives followed by a relative pronoun.



Various exercises to complete at home.

**Session 5.3**

Complex relative pronouns. Oral structural exercises.  
Written structural exercises to complete at home.

**Session 5.4**

Past and present subjunctive forms / infinitive in past and present.  
Oral and written exercises.

[Composition exercise to be completed in class.](#)

**Week 6**

**Session 6.1**

Current usage of the subjunctive in texts and conversation. Oral and written exercises on the choice between indicative and subjunctive.

[Vocabulary test.](#)

**Session 6.2**

Hypothetical sentences with conditional in present tense. Idiomatic expressions with conditional.

**Session 6.3**

Hypothetical sentences with conditional in past tense and complex phrases.  
Preparation for final exam.

**Session 6.4**

[Final exam.](#)

**Course Materials**

Bescherelle. *La Conjugaison pour tous*. Paris : Hatier, 2012.

Bonenfant, Joëlle, Lainé, Emmanuel, Richard, Dominique. *Alter Ego +. Méthode de français, niveau B2*. Paris : Hachette, 2015.

Grévisse, Maurice, Litz, Marc. *Le Petit Grévisse. Grammaire française*. 32nd ed. Louvain-la-Neuve : De Boeck, 2009.

Mahéo-Le Coadic, Michelle, Mimran, Reine, Poisson-Quinton, Sylvie. *Grammaire expliquée du français. Niveau intermédiaire*. Paris: Clé International, 2002.

For dictionaries, either one of the following is recommended : Larousse, *Dictionnaire poche 2020* or *Dictionnaire Le Robert Poche*, new edition 2020.

**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.