



## CIEE Toulouse, France

<b>Course name:</b>	French Advanced
<b>Course Number:</b>	FRENCH 3002 TOFR
<b>Program offering Course:</b>	Business and Culture/Language and Culture
<b>Language of instruction:</b>	French
<b>US semester Credits:</b>	4
<b>Contact Hours:</b>	60 contact hours per session
<b>Term:</b>	Spring 2020

### Course Description

The advanced French I course exposes learners to extend their practice of French toward a more complex and subtle use. In this course, learners will be aware of transversal notions of French grammar as the notions of anteriority, posteriority and simultaneity. The course reviews alternation of tense and covers expressions of subjectivity as well as reported speeches, linking words and expression of opinion.

### Learning Objectives

By the end of the course, students should be able to handle any familiar social interactions even with an unexpected complication as well as to participate with ease and confidence in conversations on familiar topics but also concrete social, academics and professional topics. Also, they should be able to understand the main idea and even some supporting details of texts and audio messages of personal, general and professional interest.

### Course Prerequisites

4 college semesters of French or equivalent

### Methods of Instruction

Instruction will be supported by a mix of authentic and secondary materials, including films, ads, songs, daily documents and student's feedback on language use in Toulouse. The course will rely on interactions and role plays as well as outdoor activities such as cooking workshop or interviewing peoples on specific subjects.

### Assessment and Final Grade

- I. 1 midterm (25%)
- II. 1 final exam (25%)
- III. Class presentation 1(10%)
- IV. Class presentation 2 (10%)
- V. Class participation (30%)

### Course Requirements

- I. **Mid-term exam 25%**
  1. Listening comprehension (25%): listening to the recording 3 times to answer → MCQ, true or false, short answers to open questions, etc.



2. Reading comprehension (25%): answering sentences to open questions about a given text (about 40 lines), explaining/listing lexicon, etc.
3. Writing and Grammar (30%): writing a 50 lines-long paragraph about a subject from the syllabus → emphasis on grammatical aspects, syntax and lexicon.
4. Interaction (20%) : take part of a conversation about a given subject --> emphasis on grammatical aspects, syntax, vocabulary but also phonetic.

## II. Final exam 25%

1. Listening comprehension (20%): listening to the recording 2 times to answer → MCQ, true or false, short answers to open questions, , etc.
2. Writing and grammar (30%): writing a 60 lines-long paragraph about a subject from the syllabus → emphasis on grammatical aspects, syntax and lexicon.
3. Reading comprehension (20%): answering sentences to open questions about a given text (about 60 lines), explaining/listing lexicon, etc.
4. Interaction (30%):

- One-to-one interaction with a partner, imagining an interaction from a given situation developed in class → focus on syntax, lexicon, clearness of speech, attitude and posture, use of language level, politeness.

-With the whole class, debate from a given subject --> focus on argumentation, agreement or disagreement lexicon, attitude and posture, politeness, spontaneous speech

## III. Class presentation 1 10%

Oral presentations based on a subject chosen by the student → news event, book or comic, film, etc.

- Synthetic description
- Context
- Personal response to support or media

The student writes the presentation beforehand, the teacher corrects it and give it back so that the student can work on their presentation skills (no memorization) → 5-minute-long presentation.

## IV. Class presentation 2 10%

Oral presentations based on a subject chosen by the student → news event, book or comic, film, etc.

- Synthetic description
- Context
- Personal response to support or media

The student writes the presentation beforehand, the teacher corrects it and give it back so that the student can work on their presentation skills (no memorization) → 5-minute-long presentation.

## V. Class participation 25%

Regular participation during the class, attendance and punctuality are essential.



### **Attendance Policy**

Regular class attendance is **required throughout the program**. Students must notify Center Director and instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Center Director and provide appropriate documentation. 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
- evidence is provided of a family emergency

Attendance policies also apply to any required co-curricular class excursion or event. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Persistent absenteeism (students exceeding 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to a written warning from the Center Director, notification to the student's home school, and/or dismissal from the program in addition to reduction in class grade(s). Students with unexcused absences exceeding 20% of the total course hours will fail the course.

Late papers will be marked down 5% after the first day and 1% every day afterwards

Being late is disruptive to the entire class and will negatively affect a student's participation grade. Being 10 minutes late just once is still disruptive but can happen to all. Being late more than once, however, will have consequences for the student's participation grade. Students arriving more than ten minutes late to the class will be considered absent for the session.

### **Weekly Schedule**

Week 1

1.1

#### **Course Introduction. Presenting.**

- Introducing oneself.
- Getting to know people
- Speaking about oneself.

Written assignment: Write a text introducing yourself (identity, family, hobbies, studies, professional project...)

1.2

#### **Let's eat!**

- Speaking about food and drinks.
- Speaking about food habits.



Written assignment: What is your favorite meal? Describe the recipe and explain why you love it!

Week 2

2.1

**Nutrition, diets and allergies**

- Describing one's diet or allergy
- Healthy food

Assignment: describe your homestay's eating habits to discuss and compare with other students' homestays.

2.2

**Housing**

- Housing descriptions.
- Relating experiences
- Identifying/expressing temporal relationships

Written assignment: In what kind of house did you live and for how long? What was your favorite home? Can you tell a funny story about it?

Week 3

3.1

**Cultural differences**

- Discovering and speaking about cultural differences.
- Comparing cultures and habits.
- Describing one's experience.

Written assignment: Research on books or online and write a text comparing some holidays between the USA and France

3.2

**Clichés**

- Speaking about clichés
- Expressing opposition and concession.

Written assignment: "Before coming to France, I thought that...Now, I think that..." : write a text about the impressions/ clichés you had before coming to France, and explain how your mind has changed living here.

Week 4

4.1



### **Europe**

- Identifying European countries
- Speaking about France and its role/position in Europe

Written assignment: What are the main differences you have noticed between American and European cultures?

### 4.2

#### **Europe (continued)**

- Identifying/understanding European institutions
- Understanding/discussing European initiatives

Assignment: interview your host family about their views on Europe and French implication in Europe

### Week 5

### 5.1

#### **Science and technology**

- Describing an object, a device
- Telling about one's habits with technology

Written assignment: Imagine an object from the future (which doesn't exist yet): what are its name, functions, price, design etc.

### 5.2

#### **Science and technology (continued)**

- Speaking about science.
- Speaking about social networks.

Assignment: prepare class presentation 1

### Week 6

### 6.1

#### **Class presentations 1**

Assignment: none

### 6.2

#### **Small screen, wide screen.**

- Describing and summarizing a movie/a T.V show.
- Advertising
- Expressing opinions and explaining them.
- Expressing tastes.



Written assignment: Present the carrier and the movies of your favorite movie director

Week 7

7.1

**Applying for a job**

- Writing a resume
- Writing a cover letter

Assignment: write a one-page resume

7.2

**Doing a job interview**

- Asking and answering job-related questions
- Describing professional skills

Assignment: in pair with a classmate prepare an interviewer-interviewee role play for an international position

Week 8

8.1

**Midterm exam Review**

8.2

**Midterm exam**

Week 9

9.1

**Media and information**

- Speaking about media
- Understanding/writing articles and titles
- French media and political parties

Written assignment: What do you think about the informative role of media?

9.2

**Media and information (continued)**

- Giving opinions
- Speaking about press illustrations

Assignment: select a current news event to present orally to the rest of the class



## Week 10

### 10.1

#### **Being citizens**

- Discussing conditions of French citizenship access.
- Expressing restrictions.

Written assignment: What must a citizen do or not do?

### 10.2

#### **Being citizens**

- Giving opinions
- Debating

Assignment: civil society and state: who is in charge? Prepare a list of arguments to use in a class discussion

## Week 11

### 11.1

#### **Environment sustainability**

- Debating
- Speaking about ecology

Written assignment: With a partner, create a list of questions about environmental issues and interview people in the street.

### 11.2

#### **Sustainable growth.**

- Expressing future and steps in the future.

Assignment: prepare class presentation 2

## Week 12

### 12.1

Class presentation 2

Assignment: none

### 12.2

#### **Solidarity and commitment**

- Presenting projects
- Speaking about commitment



Assignment: Find and be prepared to present in class a French/francophone activist song

Week 13

13.1

**Solidarity and commitment (continued)**

- Reporting speeches
- Supporting solidarity

Assignment: explore Toulouse humanitarian non-profits and select one to present to class

13.2

**Migrations**

- Speaking about migrations
- Advising.
- Blaming/reproaching.
- Making suggestions

Assignment: explore one type of migration wave to France as instructed by your professor to present to the rest of the class

Week 14

14.1

**Art and cultural heritage.**

- Expressing cultural tastes.
- Relating experiences.
- Describing a piece of art.

Assignment: Choosing an art piece and presenting it (description, context, cultural heritage, etc.).

14.2

**Learning French**

- Speaking about one's learning strategies.
- Expressing difficulty/easiness
- Speaking informal French.

Written assignment: Create a quiz about grammar and vocabulary that you have learnt in class to test your classmates!

Week 15

15.1

**Final exam review**



**15.2**  
**Final exam**

**Course Materials**

***Readings***

- Cocton Marie-Noëlle, Cros Isabelle, Dupleix Dorothée, Mraz Caroline, Ripaud Delphine, *Saison*
- Vian Boris, *L'écume des jours*, Le livre de Poche, 2014
- Newspapers article (online or paper): Journal Le Monde (<https://www.lemonde.fr>); Journal 20 minutes (<https://www.20minutes.fr>); Journal France Info (<https://www.francetvinfo.fr/>)
- Various audio and visual supports (songs, video clips, short films, posters, adverts, etc.) from :  
<https://www.youtube.com>; <https://leszexpertsfle.com/>; <http://www.allocine.fr/>;  
<https://www.ina.fr/>; <http://www.laboiteverte.fr/>