



CIEE Global Institute – Paris

Course name:	French Language – Advanced I
Course number:	FREN 3001 PAFR
Programs offering course:	Paris Open Campus (Language, Literature and Culture Track)
Language of instruction:	French
U.S. semester credits:	3
Contact hours:	60
Term:	Spring 2018

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	30%
Final exam	20%
Class 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.

Class Participation

As part of their work in this course, students should demonstrate learning beyond the



submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Class 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 sessions will also result in a lower final grade.*

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 must 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.* Students who miss class for 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



Attendance policies also apply to any required class excursion, 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.

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	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	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.

Review of important idiomatic structures.

Session 3 : Grammar : “en” and “y” pronouns. Expression of cause and consequence.

Session 4 : Grammar : Expression of goal and concession.



Written structural exercises to be completed at home.

Session 5 : Grammar: 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.” Follow-up in-class review of written work.

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

Week 3

Session 6 : Grammar: superlatives. Oral and written practice of regular superlatives, and of superlatives with prepositive adjectives.

Follow-up in-class review of written work.

Session 7 : Grammar: Complex past participle agreement with “être” and “avoir”.

Selection of written exercises to consolidate understanding of the past participle agreement.

In-class review of the most common and major mistakes made in the written assignments.

Session 8 : Grammar : Past tenses (imparfait and passé composé). Short written texts to put in the past.

Past tense (plus-que-parfait)

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.

Week 4

Session 10 : Grammar : review of the basic use of the subjunctive in the present and past tenses.

Homework exercises on the choice between indicative and subjunctive.



Session 11 : Grammar : complex uses of the subjunctive in the present and past tenses (part 1).

Homework exercises on the choice between indicative and subjunctive.

Session 12 : Grammar : complex uses of the subjunctive in the present and past tenses (part 2).

Written test on idiomatic phrases.

Session 13 : Grammar : relative pronouns (simple).

Special focus on the difference between “dont” and “duquel”.

Week 5

Session 14 : In-class review of the most common and significant mistakes made by students in their essays.

Grammar: relative pronouns (composed).

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

Session 15 : Grammar: hypothetical phrases.

Exercises on present conditional forms.

Special focus on the verbs “pouvoir” and “devoir” in the present conditional.

Session 16 : Grammar: hypothetical phrases.

Exercises on past conditional forms.

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

Idiomatic structures with the conditional.

Written grammar test.

Session 17 : Grammar : Indirect discourse in the past tense; sequence of tenses. Part 1.

Written and oral practice of indirect speech in the past tense.



Week 6

Session 18 : Grammar: Indirect discourse in the past tense; sequence of tenses. Part 2.
Written and oral practice of indirect speech in the past tense.

Session 19 : Grammar : the interrogative form with the inversion of subject and pronouns.
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.