



FR 201 FRENCH LANGUAGE IN CONTEXT NOVICE ABROAD III

IES Abroad Paris

DESCRIPTION: This course is designed to meet the needs of highly motivated students who want to enhance their experience abroad through a full immersion language course. The course will introduce the students to the most frequent everyday situations to facilitate their ability to communicate and function in a new environment. Grammar and vocabulary will always be presented, analyzed and practiced in a context which is meaningful to the students. Oral skills will be emphasized while a grounding in grammar will consolidate the understanding and use of the language structures. Vocabulary will be based on everyday situations. It is a demanding, challenging and participatory course. By the end of the course, students will realize they are better assimilated into everyday French life and culture.

CREDITS / CONTACT HOURS: 4 credits; 51 contact hours

INSTRUCTOR: Sylvain Lerouvillois

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: None

ADDITIONAL COSTS: None

METHOD OF PRESENTATION: The course is based on a communicative student-centered methodology implying a strong and lively interaction between the teacher and the students as well as among students.

Students will work individually and in groups in order to acquire and to practice (written and orally) the new structures and vocabulary. Homework will be assigned at each session so that the students can systematize, practice and progress. Students will also be required to prepare and present their CORE project at the end of the semester.

REQUIRED WORK AND FORM OF ASSESSMENT: Students are expected to spend two hours preparing for every contact hour of class. They will be required to do exercises from the course booklet and enter the Moodle course page on a regular basis to access exercises, and any other regular and extra material.

- Class participation, behavior, regularity and punctuality: 10 %
- Oral presentation: 10%
- Intensive session: 10 %
- Homework on Moodle, on the booklet, graded assignments, and quizzes: 20%
- Midterm evaluation (written exam): 25%
- Final evaluation (written exam): 25%

LEARNING OUTCOMES: By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- A. Students will be able to meet simple everyday needs with increasing confidence using verbal and nonverbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language, etc.).
- B. Students can recognize a variety of appropriate and inappropriate expressions, topics, and behaviors in the host language.



- C. Students will be able to distinguish between simple representations of formality and informality in the language.
- D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- E. Students will start to make some informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand some statements, requests, descriptions, and questions in specific cultural context relevant to them (interactions with hosts, Center interactions, activities with friends, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

- A. Students will be able to use simple phrases appropriately and with some confidence in everyday situations with increasing accuracy (home, friends, the IES Abroad Center, and the community).
- B. Students will be able to express simple needs by asking and answering questions, and get what they need in everyday situations.

IV. Reading

- A. Students will be able to understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in short texts (news articles and headlines, leaflets, simple website materials, etc.) if they are relevant to them.

V. Writing

- A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences, and their daily routines.
- B. Students will be able to send simple emails, text messages, and fill out some simple forms, and they can complete short essays on familiar subjects.
- C. Students will be able to write with increased accuracy, although using some native language structures.

If you are absent for an exam, presentation, or other graded in-class assignment, you must provide justification for the absence, or you will receive an automatic F.

Our attendance policy allows each student to miss one 3h course and two 1.5h class sessions without it affecting the final grade of the class. Above that, your final grade will be lowered. The following example is for a 1.5h class:

Final grade: A-

1 unexcused absence: A-

2 unexcused absences: A-

3 unexcused absences: B+

4 unexcused absences: B

And so on...

Lastly, an important reminder!

For any and all absences students are required to fill out the **ABSENCE FORM**, which can be found using the following link:

<https://airtable.com/appwRSChoi8XeQUhz/shrkeAL2VXGdy1RH5>

Any documentation FOR AN EXCUSED ABSENCE must be uploaded to this platform.

CONTENT:

Week	Content	Assignments
Intensive Week Monday 1/13 Tuesday 1/14 Wednesday 1/15 Thursday 1/16 Friday 1/17	Ice breakers, presentation and introduction of the course, syllabus, and schedule 1. Functional: Interacting in class, introducing yourself and someone, asking questions, asking for and giving prices, expressing likes and dislikes 2. Grammar: Present tense of basic verbs, interrogatives, <i>Aimer</i> + nouns / verbs, possessive adjectives 3. Vocabulary: Numbers, some food, sports and everyday actions 4. Culture: Greetings in shops in France. Mandatory field trip to <i>Buttes aux Cailles</i> (1/17) Cheese tasting (1/17)	Students will be assigned homework on a regular basis throughout the semester in their booklet as well as on Moodle, such as entering new glossary entries. Exercises on Moodle: - Introducing yourself - Writing a dialogue on likes and dislikes Test (1/17)
Week 1 Monday 1/20 Wednesday 1/22	1. Functional: Talking about food (1) 2. Grammar: Partitive articles and some quantities 3. Vocabulary: Food, giving advice	Exercises on the booklet Moodle assignment: Doing someone's nutritional check-up
Week 2 Monday 1/27 Wednesday 1/29	1. Functional: Talking about food (2) and ordering in a restaurant 2. Grammar: restriction <i>ne... que</i> and negation <i>ne... plus</i> , pronoun <i>en</i> 3. Vocabulary: Food	Oral presentations: Imagining a dialogue in a restaurant
Week 3 Monday 2/3 Wednesday 2/5	1. Functional: Talking about one's city and creating one's ideal city 2. Grammar: prepositions of location, comparisons <i>bon/bien</i> ; <i>Meilleur/mieux</i> 3. Vocabulary: shops, city	Exercises on the booklet Moodle assignment: Describing one's ideal city
Week 4 Monday 2/10 Wednesday 2/12	1. Functional: Talking about a past event or experience (1) 2. Grammar: <i>Passé composé</i> with <i>avoir</i> and <i>être</i> , most common irregular past participles (1) 3. Vocabulary: Terms related to leisure activities (1)	Exercises on the booklet
Week 5 Monday 2/17 Wednesday 2/19	1. Functional: Talking about a past event or experience (2) 2. Grammar: <i>Passé composé</i> with <i>avoir</i> and <i>être</i> , most common irregular past participles (2) 3. Vocabulary: Terms related to leisure activities (2)	Oral presentations: Making the biography of a famous French person
Spring Break 2/24-2/28	/	/
Week 6 Monday 3/3	1. Grammar: Direct and indirect pronouns <i>me, te, nous, vous</i>	Exercises on the booklet

Wednesday 3/5	2. Vocabulary: Social interactions (1)	
Week 7 Monday 3/10 Wednesday 3/12	1. Grammar: Direct and indirect pronouns <i>le, la, les, l', lui, leur</i> 2. Vocabulary: Social interactions (2)	Exercises on the booklet Moodle assignment: Suggesting answers to a quiz
Week 8 Monday 3/17 Wednesday 3/19	Intensive review	Midterm exam (3/19)
Week 9 Monday 3/24 Wednesday 3/26	1. Functional: Talking about a friendly relationship (1) 2. Grammar: Relative pronouns <i>qui, que, à qui</i> 3. Vocabulary: Terms related to friendship, characterization of people and things	Exercises on the booklet
Week 10 Monday 3/31 Wednesday 4/2	1. Functional: Talking about a friendly relationship (2) 2. Grammar: Relative pronouns <i>qui, que, à qui</i> 3. Vocabulary: Terms related to friendship, characterization of people and things	Moodle assignment: Describing an object and imagining questions to a quiz
Week 11 Monday 4/7 Wednesday 4/9	1. Functional: Talking about habits and describing past situations (1) 2. Grammar: <i>Imparfait</i> , imperfect tense 3. Vocabulary: Terms related to one's childhood and past life situations	Exercises on the booklet
Week 12 Monday 4/14 Wednesday 4/16	1. Functional: Talking about habits and describing past situations (2) 2. Grammar: <i>Imparfait</i> , imperfect tense 3. Vocabulary: Terms related to one's childhood and past life situations	Exercises on the booklet
Week 13 Wednesday 4/23 Friday 4/25	Last class session - General review	FLE Final exams date TBD (4/25)

Course-related Trips:

- Trip to the *Buttes aux Cailles* (1/17)

Recommended material :

Exercices de grammaire en contexte - Niveau A1. Hachette, 2019

Miquel, Claire. Communication progressive du français - Niveau débutant A1. 2^e édition. Clé International, 2018

Recommended websites:

<http://apprendre.tv5monde.com/fr/niveaux/a1-debutant>

<https://fr.lyricstraining.com/fr/>

https://www.youtube.com/watch?v=MMBKaiBWK4&list=PLA5UIoabheFMChKPAUUNNEOd7BobVJVoQ&ab_channel=EasyFrench



IES Paris Attendance Policy

Your academics are a priority, and regular class attendance class is mandatory, respectful, and essential to academic success. Being absent from class will prevent you from maximizing your learning and will negatively affect your participation grade.

Lateness

Please arrive on time for each class meeting. Arriving late for class is disruptive for faculty members and students alike and will prevent you from maximizing your learning.

- 0 to 15 minutes = late
- Over 15 minutes = 1 absence

If you arrive late 3 times, it will be counted as an absence.

Absences

If you must be absent, please email both your professor and the academic team as soon as possible (mfedon@iesabroad.org) and (emaines@iesabroad.org). Absences for medical reasons and/or emergencies will be considered excused, but justification will be required. In this case, we will need:

- a *certificat médical*,
- from a French doctor,
- must be submitted within 24 hours of the absence,
- or proof of upcoming medical appointment.

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