

FR 221 French for Professions: Novice Abroad I-III
IES Abroad Paris Syllabus - Last updated: November 10th 2015

DESCRIPTION:

At the end of this 3-credit course students will be able to:

- Express themselves in a variety of contexts at their competence level
- Relate different pieces of information within the professional context
- Establish cause and consequence
- Converse with ease in limited formal and informal situations

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling on such speech acts in ways that local people do...In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad *MAP for Language and Intercultural Communication*, p. 6).

STUDENT PROFILE:

This course is designed for students with little prior knowledge of French. Students who can already use a few basic words and phrases, and who can understand very simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic French in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. The language assessment process will determine the appropriate level for each individual student.

This course builds upon the skills introduced in Novice Abroad II. By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and should be capable of entering the Emerging Independent Abroad level.

CREDIT HOURS: 3 credit hours.

INSTRUCTOR: TBA.

PREREQUISITES: NONE.

METHOD OF PRESENTATION: Class time is devoted predominantly to speaking and practicing French. Classroom activities are devoted to speaking French, and reading and discussing real-life French material. By applying a communicative student-centered methodology the students will be asked to learn about the language through assignments and on-site activities, such as field studies. Students are expected to take initiative and engage with the community within the professional context.

Every unit will have special assignments addressing the topics studied in class in order to fulfill a better understanding of the target culture in the professional framework. When needed, the student will complete tasks using information and communication technology that will lead students to develop and improve their language and cultural skills in and out of the classroom. Also, students will be compelled to analyze critically customs and, differences between American and French culture. Homework will be daily assigned so that the students can systematize, practice, and clarify doubts.

LANGUAGE OF PRESENTATION: Language instructors will use the target language (French) in the classroom even at the lower levels, though occasionally instructors will use the native language of the students to explain any ambiguous concepts.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve 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 using verbal and non-verbal 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 some appropriate and inappropriate expressions and behaviors in the host language within the professional framework..
- 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 informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, 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 in everyday situations with increasing accuracy (home, the IES Abroad Center, and the community).
- B. Students will be able to express simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

- A. Students will be able to identify and 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 passages and news headlines 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.
- C. Students will be able to write with increased accuracy, although using some native language structures.

REQUIRED WORK AND FORM OF ASSESSMENT:

Various elements will be taken into account when determining the final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Test (x4): 20%
Listening: 20 %
Oral individual presentations (x4) : 20%
Compositions (x2): 20%
Final Oral Exam: 10%
Class participation: 10%

BRIEF DESCRIPTION OF FORM OF ASSESSMENT:

Final exam:

The final has the same structure as the tests. As in class we ask the students to use different skills, we want to assess them in all those skills too. So each exam will consist in: 1: Listening 2.Grammar and

vocabulary 3.Reading and 4.Writing.

Tests:

The tests are designed to establish the progress that students are making towards meeting the course learning objectives listed above. They intend to assess the competency of the students about the items studied in every lesson: vocabulary, grammar, listening and oral skills. There will be one test every two weeks.

Oral individual presentation:

Oral assessment will be carried out regularly in class, but there will be four specific activities which intend to assess the improvement and development of communicative skills. These activities give an opportunity to practice the oral skills and to demonstrate the level of spoken French you have achieved at the end of the term.

Oral Presentation: students will work individually to develop a final oral activity about a subject related to their experience in Paris and abroad. The teacher will give information about the rules of the presentation and the dates (rubric, vocabulary suggestions, and required contents).

Compositions:

During the course of the semester students will have to submit two essays in two different drafts (250-350 words in length). Students will have access on Moodle or in Class to the guidelines to each individual composition (topic, requirements, length). The composition may require interaction with locals or could be the conclusions of a field study, so students will be expected to be able to express their own ideas about a given topic. The compositions will be assessed according to the Rubric that will be shared by the professor on Moodle.

Class Participation:

The professors will provide a Rubric about participation at the beginning of the semester, so students will have full knowledge of how are they going to be assessed. These are some of the aspects which will be considered:

- Preparation: Bring to class the required materials (textbook, workbook, pen, paper, etc)
- Readiness: homework and other assignments have to be completed before class.
- Language in class: Make a consistent effort to speak French during class, regardless of accuracy.
- Collaboration: Participate in groups and in pairs.
- Attitude: have a positive and supportive attitude to instructor and peers.
- Disruptive: Pay full attention to class (avoid the using of cell-phones off, etc.)

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 Unit 5 Unit 6	1. Functional Talking about one's professional habits Asking for informations Giving explanations Asking for more informations about a file 2. Grammatical : Formal and informal interrogatives Reflexive verbs Verbs « aller » ; « partir » ; « venir » et « arriver » + prepositions « à » and « de »	Activities in : La Grammaire progressive du français N°3 et 4 p 103 N°4 et 5 p 122 N°1, 3 et 5 p 149 N°1, 2 et 3 p 151 N°3 et 4 p 165	I.D.E II.A III.A.B IV.A V.A

	3. Vocabulary : Professional activities Time Date 4. Culture : Working hours in France Professional habits of French		
Week 2 Unit 6	TEST 1 1. Functional Ordering, paying in a restaurant Describing a workplace Talking about past events 2. Grammatical : Past tense (1) « passé composé » Time markers for past Comparatives 3. Vocabulary : Housing In a restaurant 4. Culture : Business lunch Eating habits of French	Activities in : La Grammaire progressive du français N°1 et 4 p 97 N°1 et 2 p 98 N°2 et 3 p 99 N°1 p 176 N°1 p 179 N°1 et 3 p 181 N°3 p 183 N°1 p 184 Individual oral presentation Comparing your social and professional environment in France and the US	I.A,D,E II.A III.A,B IV.A V.A,B
Week 3 Unit 7	1. Functional Describing the working of a company Describing the staff of a company 2. Grammatical : Past tense (2) « passé composé » Description with « c'est » / « il est » Adverbs « très » and « vraiment » 3. Vocabulary : Cardinal points Figures and percentages Personal qualities 4. Culture : Company culture	Activities in : La Grammaire progressive du français N°3 p 35 N°3 et 4 p 43 N°2 p 188 N°2 et 3 p 189 N°1 et 2 p 201 Oral presentation, group work Presenting a company of your own	I.D.E II.A III.A.B IV.A.B V.A.B
Week 4 Unit 7	TEST 2 1. Functional Expressing obligation, ban in a company regulations 2. Grammatical : Personal pronoun « On » Active and passive voice Relative pronouns « qui » and « que »	Activities in : La Grammaire progressive du français N°2 et 3 p 141 N°2 et 3 p 205 Composition, group work Choosing public place (restaurant, hospital, museum, etc.) and writing some rules for visitors	I.C.D.E II.A III.A.B IV.A.B V.A.B.C

	3. Vocabulary : Stores and storekeepers Clothing Well-being 4. Culture : Socio-professional habits in France		
Week 5 Unit 8	1. Functional Describing a position Describing working conditions (salary, advantages, vacations) 2. Grammatical : Relative pronoun « où » Negatives : « ne...pas » ; « ne...jamais » ; « ne...plus » 3. Vocabulary : Job advertisement Curriculum Vitae 4. Culture : Salaries in France	Activities in : <i>La Grammaire progressive du français</i> N°4 et 5 p 141 N°3, 4 et 5 p 153 Individual Composition Making a Curriculum Vitae	I.A.C.D.E II.A.B III.B IV.A.B V.B
Week 6 Unit 8	TEST 3 1. Functional Describing professional skills Talking about one's professional experience 2. Grammatical : Duration Verbs « connaître » and « savoir » Past tense : « imparfait » to talk about an habit 3. Vocabulary : Job interview Professional skills 4. Culture : Applying for a job in a French company	Activities in : <i>La Grammaire progressive du français</i> N°1 p 121 N°4 et 5 p 199 N°2 p 207 Individual Composition Write a short cover letter in response to a job advertisement Individual oral presentation Highlighting its experience and professional skills in a job interview	I.C.E II.A III.A.B IV.A V.A.B
Week 7 Unit 9	1. Functional Describing one's work environment Giving advices, instructions Making / accepting / refusing a suggestion 2. Grammatical : Pronoun « y » Direct and indirect object pronouns Modal verbs 3. Vocabulary : Office furniture	Activities in : <i>La Grammaire progressive du français</i> N°3 et 4 p 105 N°3 et 4 p 119 N°3 p 121 N°3 p 127 N°1 p 130 N°1 p 131 Individual composition	I.C.D.E II.A III.A.B IV.A V.A.B

	Professional environment 4. Culture : Work space organization in a french company	Writing a business mail	
Week 8 Unit 9	TEST 4 1. Functional Talking about an action in progress or a coming action Asking questions about a project 2. Grammatical : Present continuous Recent past Near future / simple future 3. Vocabulary : The working world 4. Culture : Career advancement	Activities in : La Grammaire progressive du français N° 3 p 171 N° 2 p 173 N° 4 p 223 N° 2 p 225 N° 1 p 227 Individual oral presentation Presenting a professional project to the class	I.C.D.E II.A III.A.B IV.A V.A.B
Week 9 Unit 10	1. Functional Making simple bank operations Following instructions from a voicemail Talking about a physical or technical issue Briefly talking about a past event 2. Grammatical : Pronoun « en » Pronoun « ça » Past tenses : « passé composé » and « imparfait » (introduction) 3. Vocabulary : Parts of body Working material 4. Culture : Exchanging ideas	Activities in : La Grammaire progressive du français N°4 p 91 N°3 p 93 N°2 et 3 p 210 Activities provided by the teacher Individual oral presentation Telling the first day of your internship in Paris	I.A.B.C.D.E II.A.B III.A.B IV.A.B V.A.B

IES ATTENDANCE POLICY: Attendance is mandatory for all IES classes. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course

3% of the final grade will be deducted for every additional absence. Seven absences in any course will result in a failing grade.

REQUIRED COURSE MATERIALS:

Student book :

Anne-Lyse Dubois, Béatrice Tauzin : *Objectif Express 1, Le monde professionnel en français (A1-A2)*.
Hachette FLE, France, 2013.

Grammar book :

Maïa Grégoire, Odile Thiévenaz : *Grammaire progressive du français, Niveau intermédiaire*, CLE
Internationnal, France, 2003.

BRIEF BIOS:

TBA

