



FR 303 - FRENCH LANGUAGE & CULTURE: EMERGING INDEPENDENT ABROAD III

IES Abroad Paris French Studies Center

DESCRIPTION:

The goal of this course is to improve your knowledge of the French language (grammar, vocabulary) and to better understand the intercultural differences between France and the USA in order to better communicate through both the written word and verbally. As a result, we will work on written and oral comprehension as well as written and oral expression, basing our study on various documents (newspaper articles, marketing materials, interviews, etc.). These exercises will be organized around predetermined themes (see provisional calendar). These themes will be connected to your life in Paris (your host family, education, etc.) and will help us explore a more general idea of life in France. These themes will be hashed out as we progress through the semester (especially in terms of the grammatical lessons we will study during the term). Individual student motivation is essential for this course to work.

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 are able to learn how to produce language in a variety of situations, such as the making of requests, the use of compliments and apologies, and they also may develop skills to interpret such interactions within the local cultural context...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).

CREDITS: 4

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Have a level equivalent to FR 302 with proficiency at a level equivalent to IES Abroad's Novice Abroad, as determined by a placement test.

METHOD OF PRESENTATION:

This course is based on the theories of a communicative approach. Students and the professor will work together, thinking about new structures, vocabulary, and will learn from each other (this will involve a lot of professor/student interaction as well as interaction between students). This requires work both in and outside of the classroom, especially when it comes to group projects.

REQUIRED WORK AND FORM OF ASSESSMENT:

Propédeutique (initial evaluation) - 10%

Class participation and involvement - 20%

Assignments and in-class work (tests and writing assignments) – 30%

Guided visit, visit project or Survey project "Life in Paris" – 10%

Mid-term – 10%

Final exam – 20%

Participation and in-class behavior

- Oral participation
- Personal investment and a serious work ethic



In-Class work and assignments

- Quiz: quizzes will take place at the beginning of class and will not last longer than 5 minutes. Quizzes cannot be retaken. There may also be online quizzes on Moodle. These quizzes are intended to assess students' in-class comprehension (notably for grammar) as well as students' listening and writing ability (see Moodle for more information on oral comprehension). These quizzes are meant to help students retain information but may also be used to verify that students have completed their assignments.
- Assignments

Guided Visit Project

In groups of 2-3, you will take the entire class on a guided visit of a location in Paris. The principal theme could be street art, Parisian specialties, etc ... subjects will be discussed in class during the semester, and students must let the professor know what they intend to do by posting information on the Moodle forum (see the coursework outline on Moodle). Students will be evaluated on:

- Subject pertinence and clarity
- Oral expression
- Work ethic
- Quality of vocabulary used
- Bonus: helping with other groups

Mid-term exam

- Grammar
- Vocabulary
- Textual study
- Written exercise

Final exam

- Grammar
- Vocabulary
- Textual study
- Oral comprehension
- Written exercise

In-Class Rules:

- Use of a cell-phone is forbidden in class, as well the use of a laptop to take notes (or the use of any other electronic device), except in certain and specific cases (to be specified in class)
- There is no eating in class (this includes candies, chewing gum, etc.). Students are permitted to have a water bottle.
- Students are not permitted to leave class (think about going to the bathroom before!)

What I expect from you:

- Active class participation and dedicated work outside of the classroom
- Recognition of what we have covered in previous classes
- What is written on the board is important (unless I tell you otherwise). Consequently, all grammatical rules, vocabulary, conjugations, and explanations should be copied in your notebook and memorized
- For all assignments, students must look up the vocabulary that they do not understand (and not to the exercises mechanically). This will be a major part of your participation grade. You will answer questions in your notebook.
- *To err is human*—this is the only way we progress. I am not asking you to always give the right answer, but only to actively and consciously participate in all assignments and class activities



LEARNING OUTCOMES:

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

1. Intercultural Communication

- a. Students will be able to solve many daily and unexpected situations and meet needs with limited help.
- b. Increasingly, students will be able to make informed comparisons between the host culture and the students' home cultures.
- c. Students will be able to distinguish and begin to imitate verbal and non verbal communication that reflects politeness, formality, or informality.
- d. Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.

2. Listening

- a. Students will be able to understand some interactions of growing complexity, especially if the speaker is used to interacting with non-native speakers (conversations, speeches, etc.), and increasingly comprehend other types of verbal production (media, music, etc.)
- b. Students will be able to understand many direct requests, questions, and basic conversations on familiar and concrete topics.

3. Speaking

- a. Increasingly, students will be able to talk about persons and things in their immediate environment, as well as their plans and their experiences, and they can provide a limited amount of supporting details.
- b. Students will be able to address and attempt to resolve moderately complicated situations (unexpected questions, small group discussions, etc.) involving familiar subjects.

4. Reading

- a. Students will be able to read passages and short texts (advertisements, newspaper articles, recipes, etc.) and understand overall meaning.
- b. Students will be able to support their understanding of texts through the use of context, dictionaries, or with the assistance of others at times.

5. Writing

- a. Students will be able to communicate with some effectiveness through notes, emails, and simple online discussions and chats with sympathetic native speakers.
- b. Students will be able to write short essays on concrete topics of reasonable levels of complexity with some reliance on the communicative patterns of their native language.

ATTENDANCE POLICY:

Attendance is mandatory for all sessions, including visits. Absences and lateness will affect your ability to master class content. In addition, your final grade will be lowered for each absence.

Example:

- Final grade: A-
- 1 absence = A-, 2 absences = B+, 3 absences = B, 4 absences = B-

Being more than 15 minutes late to a course counts as an absence. 3 late arrivals (less than 15 minutes) count as an absence.

If a student misses more than 25% of class time, s/he will receive an F in the course.

Assignments and presentations missed because of absences will be given the grade of F.

When absences occur, students must inform their teacher and the French Studies Academic Coordinator as soon as possible (mfedon@iesabroad.org). In some instances (sickness with doctor's note for example), absences may be excused. If a student believes that an absence should be excused, they must contact Meghann, Scott or Seth.

Students should always inform their professor of their absence, as well as Meghann (mfedon@iesabroad.org)

CONTENT:

Week	Theme	Readings and Assignments
Week 1	Life stories 1. Grammar: the past tenses 2. Culture topics: life stories, history of immigration and "<i>témoignages de vie</i>". Phonetics: 1. The accents	<i>Propédeutique exam</i> Grammar and vocabulary exercises, written expression (see Moodle)
Week 2	Life stories 1. Grammar: past tenses and indirect style 2. Culture topics: life stories 4. Culture: different generations living under the same roof, organize a party in France	• Booklet exercises • Additional exercises on past tenses.
Week 3	Education 1. Grammar: past tenses and their exceptions, indirect style 2. Expressions de temps: <i>en, il y a, dans,...</i> 3. Culture : education	• Booklet exercises • Watch video "<i>A quoi ça sert l'école ?</i>" • Read the article : "<i>Qu'est-ce que l'école maternelle ?</i>" (government website) • Watch the video : "<i>Leur école maternelle, c'est la forêt</i>".

Week 4	Education - Grammar: personal pronouns - Culture : Education	Assignment 1: writing assignment. Prompt: Tell an important moment in your life - Booklet exercises on pronouns - Watch the video: <i>De quoi un professeur a-t-il le droit de parler ?</i> - Watch the video by Akli Tadjer: <i>“Qui n’est pas raciste ici ? »</i>
Week 5	- Grammar: personal pronouns and complex sentences - Culture : Food in France	Visit Parisian locations - Booklet exercises on pronouns - Discover the website dedicated to the <i>“semaine du gout”</i> - Watch the video: <i>“Produire et manger de la viande a un impact sur la planète »</i>
Week 6	Ecology - Grammar: composed relative pronouns (<i>pronoms relatifs composés</i>) - Culture : Food waste in France	- Booklet exercises on pronouns <i>“Le jour du dépassement 2022”</i> - Article: 12 children’s solutions for the climate
Week 7	Food Waste - Grammar: personal pronouns - Culture : Food waste	- Booklet exercises on pronouns - Article + video on government’s website - Article: Comment Samba gère le gaspillage alimentaire dans sa boulangerie. Mid-term exam
Week 8	Holidays	
Week 9	Exhibit of the month: “where the forest sings” - Grammar: subjunctive - Culture : Preparation and debrief on the exhibit	- Booklet exercises on subjunctive - Assignment: Do a compte-rendu on the exhibit.
Week 10	Paris, green city? - Grammar: subjunctive - Culture : Paris and the green city initiative	- Booklet exercises on subjunctive Assignment 2: writing assignment. - Article: <i>Paris est donc la ville la plus verte d’Europe</i> - Article : <i>L’agriculture urbaine s’enrichit de 17 nouveaux sites</i>

Week 11	The city of Paris 1. Grammar: express an hypothesis 2. Culture : Paris and its treasures 3. Vocabulary: feelings, friendship and love	• Booklet exercises on argumentative • Article: <i>que pensent les nouveaux Parisiens de Paris</i> • Assignment : Debrief on the survey project
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Week 12	Art - Grammar: idiomatic expressions, express cause, consequences (<i>expressions de cause, de conséquences et de but</i>). - Culture : What is the Stendhal's Syndrome?	Visit an artisan Assignment 2: writing assignment. - Article: Stendhal's syndrome - Booklet exercises on argumentative - Assignment: choose a masterpiece or any artwork and describe, share your opinion on the piece (why did you choose that artwork? Are you moved, impressed, intrigued?)
Week 13	Review and intercultural conclusions - Grammar: personal pronouns - Culture : Education	Booklet exercises on argumentative
Final exam	Final exam	The structure will be similar to the midterm.

VISITE:

- Visit Parisian locations – (if nobody has class before) Meet at **10h00 sortie at the exit of Metro Grands Boulevards** (line 8 & 9) in front of the passage Jouffroy (Musée Grévin)
- Movie screening – (time and date TBD)
- Visit a bakery and a patisserie during class or slightly earlier (date and time TBD according to the shop owner's availability)

RECOMMENDED READINGS:

- Dictionnaire du français **Le Robert & CLE International**, sous la direction de Josette Rey-Debove, 1999
- Bescherelle, la conjugaison pour tous**, Hatier (ISBN : 978-2218922626)
- La presse gratuite : À nous Paris, 20 Minutes, Métro Paris, Direct matin...