



FR 401 - FRENCH LANGUAGE & CULTURE: EMERGING COMPETENT ABROAD I

IES Abroad Paris French Studies Center

DESCRIPTION: This is an advanced course designed to give students the grammatical, semantic, and cultural tools that will allow them to better express themselves through speech and the written word

CREDITS: 4

CONTENT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: students should have completed all of the objectives in "IES Abroad FR 353 Independent Abroad III"; the level shall be determined by a placement test

SUPPLEMENTARY COSTS: Additional costs will be invoiced to the student's IES ABROAD account. These charges will cover printing costs and other expenses. Prices will vary depending on the course.

METHOD OF PRESENTATION:

Each week we will study a specific point of grammar. Students will perform grammar exercises so that they can incorporate the rules they learned into their own writing. Students will turn in three written assignments during the semester, and they will receive specific advice for each of these assignments. These texts must be turned in on time (2 pages, double-spaced). Students cannot have their papers edited by a member of their host family or by a friend. Frequent tests will help evaluate students' grammar skills at each step of the process. Speaking skills will be developed through the discussion of newspaper articles on subjects that are relevant to current events in France; this may also include videos and songs, and will help students to enrich their vocabulary.

Students should regularly read the French press, especially the following newspapers, which can be accessed online: "<http://www.lemonde.fr>", "<http://www.liberation.fr>", "<http://www.lefigaro.fr>." Students can also visit this website: "<http://www.rue89.com>"

At the beginning of each class, one student will give a presentation on a selected press article. Students are obligated to note down grammar and vocabulary that they do not understand. The professor will regularly verify to make sure that students are completing this research, as it is a major factor of class participation and will affect the final grade.

REQUIRED WORK AND FORM OF ASSESSMENT:

- *Propédeutique* (intensive introductory classes): 10%
- Written assignments and grammar tests: 40%
- Midterm exam: 10%
- Oral competence: 20%
- Final Exam: 20%

LEARNING OUTCOMES:

By the end of this course, and thanks to a comprehensive study of grammar, argumentation techniques, and numerous class discussions, students will be able to engage in well-argued discussions and conversations, as well as write complex texts about French society and current events.

Students who are placed in this level should be capable of achieving the outcomes in the Independent Abroad level as defined by the *IES Abroad MAP for Language and Intercultural Communication*.

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By the end of the course, students will be able to achieve some of the outcomes for the Emerging Competent 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 begin to recognize and describe key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will be able to reflect on and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with those of the host cultures.
- C. Students will demonstrate openness toward different beliefs and styles even when they do not agree with them.
- D. Students will accept responsibility for their own learning by defining their linguistic goals and demonstrating independence in their exploration of the culture.

II. Listening

- A. Students will be able to understand many complex communications on a wide range of everyday topics as well as abstract topics covered in classes.
- B. Students will be able to understand a variety of native speakers and non-native experts and comprehend an array of moderately complex interactions.

III. Speaking

- A. Students will participate reasonably well in most academic and social interactions using when appropriate complex language including slang, colloquial expressions, double meaning, and humor with increasing confidence.
- B. Students will be able to make arguments and form opinions on almost any topic of their interest.

IV. Reading

- A. Students will be able to read and understand textbooks and academic articles for classes taught in the host language as well as some popular texts for enjoyment.
- B. Students will be able to read and understand authentic materials including newspapers, advertisements, brochures, instruction manuals, etc. on abstract and unfamiliar topics with some assistance at times.

V. Writing

- A. Students will be able to write for certain native audiences (resumes, applications, administrative documents) and express themselves somewhat clearly and effectively.
- B. Students will be able to write essays for classes

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 or Seth.

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

CONTENT:

This is only a course outline, and may be subject to change according to student needs, current events, and how quickly we move through subjects.

Week	Theme	Assignments and Activities
Week 1	Intercultural Introduction - Grammar: conjugation of the subjunctive - Theme: images of French and American culture	<i>Propédeutique</i> test - Conjugation of the subjunctive p 1 - Dany Laferrière, extract from « Paris n'est pas toujours une ville du Texas »
Week 2	Identity and language - Grammar: the subjunctive - Theme: cultural identity and its connection to language	- Alternating the indicative/subjunctive p. 1-23 - François Julien: there is no such thing as cultural identity "Les langues belles étrangères"
Week 3	Education - Grammar: the subjunctive - Theme: education	- Alternating the indicative/subjunctive p 1-23 - Macron wants to do away with preschool p. 3-5 - Resisting digital in schools p 6-7
Week 4	Education - Grammar: Hypotheses and condition - Theme: education	Turn in Written Assignment #1 (practice the subjunctive by using an example from the course workbook "profession de foi d'un philosophe")

		- Hypothesis (phrases with “if” and other ways of expressing hypotheses) p. 24-31 - University selections (how to avoid hypocrisy), p. 8-10 - University entrance exams and general competition p. 11-12
Week 5	Fighting waste et the “week of waste” - Grammar: Hypotheses and condition - Theme: waste and the “week of waste”	- Hypothesis (phrases with “if” and other ways of expressing hypotheses) p. 24-31 - The winning bet in the fight against food waste p. 13-15 - Animal rights activists remove butcheries p. 16-17
Week 6	The environment - Grammar: cause - Theme: the environment	- The cause p. 32-41 - Philippe and Hulot announce an ambitious diversity plan p. 18-19 - Tourism increases global warming p. 20-21
Week 7	Midterm	The mid-term will be on the subjunctive, conditions, and hypotheses
Vacation		
Week 8	Film screening - Grammar: cause - Theme: film screening	- Cause p. 32-41 - Debate about the chosen film
Week 9	Paris - Grammar: cause and effect - Theme: Paris	Turn in Written Assignment #2 (students should react to an article from the booklet by using the subjunctive; they should also integrate conditions as well as cause) - Consequence p. 42-47 - Hell living in Paris p. 22-23 - Songs about Paris
Week 10	<i>La Banlieue (social housing suburbs)</i> Grammar: consequences and purpose	Purpose, causes, effects, goals p. 48-50

	Theme: <i>La Banlieue</i>	- What is a <i>banlieue</i> - Song: <i>Je viens de là</i> p 24-25
Week 11	Media - Grammar: purpose - Theme: media	- Purpose, cause, consequence, purpose p. 48-50 - The French find journalism useful but don't want to pay for the news p. 26-27
Week 12	Freedom of expression - Grammar: opposition - Theme: Freedom of expression	Turn in Written Assignment #3 (students should give an intercultural perspective and comment on a current event that happened during the semester, all while using the tools of argumentation that we have learned) - Opposition p. 51-57 - Communiqué: <i>l'Observatoire de la liberté d'expression sur Bertrand Cantat</i> p 28-29
Week 13 December 11 and 13	Intercultural considerations - Grammar: opposition - Theme: intercultural considerations	Opposition p. 51-57
Week 14 Final exam		

REQUIRED READINGS:

- Theoretical grammatical readings and articles chosen by the professor (course booklet)

RECOMMENDED READINGS:

- GRAMMAIRE DU FRANÇAIS, Cours de Civilisation Française de la Sorbonne, Y.Delatour, D. Jennepin, M.Léon-Dufour, A.Mattlé-Yeganeh, B.Teyssier, Hachette, 1991.
- GRAMMAIRE DES PREMIERS TEMPS, vol 2, Abry, Chalaron, PUG, 2003.
- DICTIONNAIRE LE ROBERT
- LES VERBES ET LEURS PREPOSITIONS, Isabelle Chollet, Jean-Michel Robert, Clé International, 2007.
- WORD UP! Le dico d'argot bilingue, Mark McKinnon, Almudena Saiz Garcia, Agnès Aubertot, Xavier Rodriguez Rosell, Maison des langues, 2010.

- L'HISTOIRE DE FRANCE, collection repères pratiques, Nathan, 2007.
- LES INSTITUTIONS DE LA FRANCE, collection repères pratiques, Nathan, 2009.
- LA LITTÉRATURE FRANÇAISE, collection repères pratiques, Nathan, 2009.
- LA GÉOGRAPHIE FRANÇAISE, collection repères pratiques, Nathan, 2010.
- PARIS, Quinze promenades sociologiques, M Pinçon, M Pinçon-Charlot, Payot, 2009.
- SOCIOLOGIE DE PARIS, Michel Pinçon, Monique Pinçon-Charlot, La Découverte, 2007.
- L'INVENTION DE PARIS, Il n'y a pas de pas perdus, Eric Hazan, Points, Seuil, 2004