



French for Professions : Emerging Independent Abroad I- III – FR 321
IES Abroad Paris French Studies Center

DESCRIPTION :

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

- Advance and practice skills gained in previous levels and during this course and within a professional framework.
- Construct arguments and logically develop a conversation based on opinions as to foster professional interaction within a workplace.

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 :

Students entering this level must be able to fulfill most of the learning outcomes of the Novice Abroad level, as defined by the IES Abroad MAP for Language and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. They may be more proficient in reading and writing skills than oral communication, especially if they have never travelled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies. Students at this level may succeed in internships at workplaces which require high interaction in French.

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunication and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will discover various aspects of these language and intercultural skills. They will also develop their workplace interactive communicational skills.

This course builds upon the skills introduced in Emerging Independent Abroad I. By the end of the course, the successful student will have developed some communicative and cultural self-confidence necessary to attempt moderately complex tasks in French, as described in the learning outcomes below.

CRÉDIT HOURS : 3 credit hours

CONTACT HOURS: 45

PREREQUISITES : Completion of IES Abroad's NOVICE outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

METHOD OF PRESENTATION : Language instructors direct tasks, group and pair work, individual and group oral presentations, intensive and extensive readings, listening activities, class discussion, role plays, and audiovisual activities that will lead students to develop and improve their language skills in and out of the classroom and in the workplace.

LANGUAGE OF PRESENTATION : French

LEARNING OUTCOMES :

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

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:

I. Intercultural communication

- A. Students will be able to solve many daily troublesome 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, and also within the professional context.
- C. Students will be able to distinguish and begin to imitate verbal and nonverbal communication that reflects politeness, formality, or informality.
- D. Students will be able to recognize some patterns of intonation, their meaning, and cultural implications.

II. Listening

- A. Students will be able to understand some interactions of increasing complexity (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
- B. Students will be able to understand many direct requests, questions, and basic conversations on familiar and concrete topics.

III. 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 involving familiar subjects.

IV. Reading

- A. Students will be able to read passages and short texts (advertisements, schedules, menus, 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.

V. Writing

- A. Students will be able to communicate with some effectiveness through notes, emails, and simple online discussions and chats ; PowerPoint presentations or equivalent will also be introduced.
- B. Students will be able to write short essays on concrete topics of limited levels of complexity with some reliance on the communicative patterns of their native language, such as professional reports or summaries.

REQUIRED WORK AND FORM OF ASSESSMENT :

- Test : 20%
- Composition : 20%
- Presentations : 20%
- Final Exam : 30%
- 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.



Oral individual presentation :

Oral assessment will be carried out regularly in class, but there will be one specific activity which intend to assess the improvement and development of communicative skills. This activity gives an opportunity to practice the oral skills and to demonstrate the level of spoken French you have achieved.

Oral Presentation: students will work individually to develop an 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 students will have to submit two essays in three 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 session, 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.)
- Participation in class and preparation after class (work on Moodle, print the documents before class, Homework and other assignments have to be completed before class).
- You know what we have talked about during the previous class.
- What is written on the whiteboard is important (unless I say it isn't) so copy what you see and memorize it.
- For the homework, look for the vocabulary you don't understand (and write it down in your notebook).
- As in life, mistakes can be made, and this is one way to progress, so I shall not ask you to answer correctly all the time but to think first and participate, so make a consistent effort to speak French during class, regardless of accuracy
- 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.)

IES ATTENDANCE POLICY :

ABSENCES: Regular class attendance is MANDATORY. Attendance will be noted at the beginning of each class session. Failure to attend a course on time will adversely affect your final grade. Being more than 15 minutes late to a class session counts as an absence. 3 late arrivals (less than 15 minutes) count as an absence. If a student misses more than 25% of class sessions, s/he will receive an F in the course. Each intensive French language course class session and course-related trip count as a class session. Assignments, exams and presentations missed because of absences will be given the grade of F.

1.5 hour courses:

Your final grade will be lowered by 1/3 of a letter grade for each absence.

For example:

Final grade : A-

* 1 absence = A-, 2 absences = B+, 3 absences = B, 4 absences = B- ...

When absences occur, students must email their teacher and Meghann before or on the day of the absence. Professors do not determine if an absence is excused or unexcused. If a student believes that an absence should be excused, he or she must contact Scott, Seth or Meghann before or on the day of the absence. Absences may be excused if the student provides academic accommodation or disability documentation from his or her home university to Seth before the day of their absence, or if they provide Meghann with an official Certificat Médical from a doctor stating the student's name, the doctor's name, the doctor's signature, and the dates that the student is excused from classes.

L'étudiant doit **toujours** informer son professeur de son absence : Nouara Chalabi nouara101@yahoo.fr ainsi que Meghann (mfedon@iesabroad.org).

CONTENT :

Week	Content	Assignments
Week 1 Lundi 30 mai 17h30-20h00 Mercredi 1^{er} juin 17h30-19h30 Vendredi 3 juin 13h00-16h00 Le Quartier Latin	1. Practical skills : Choisir un canal de distribution Consumerism 2. Grammar : <i>Si</i> + conditional Adverbs in <i>-ment</i> 3. Vocabulary : Distribution Sales and discounts 3. Culture : Pricing The <i>baguette</i> , inflation's benchmark	Exercises in Grammar booklet
Week 2 Lundi 6 juin Pas de cours : Lundi de Pentecôte Mercredi 8 juin 17h30-19h30 Vendredi 10 juin 14h00-17h00 : Dégustation de vin	1. Practical skills : Define a communication plan Prepare an ad campaign 2. Grammar : Participle The nominal phrase 3. Vocabulary : Publicity Technology 4. Culture : showping Viral marketing	Exercises in Grammar booklet Composition 1

Week	Content	Assignments
Week 3 Lundi 13 juin 17h30-20h00 Mercredi 15 juin 17h30-20h00 Vendredi 17 juin 13h00-16h00	TEST 1. Practical skills : Meeting with a client and negotiate Do a memo on professional task 2. Grammar : Indefinite pronouns Express regret with past conditional 3. Vocabulary : Transportation Negotiation 4. Culture : Business trips Business rooms during a business trip	Exercises in Grammar booklet
Week 4 Lundi 20 juin 17h30-20h00 Mercredi 22 juin 17h30-20h00 Vendredi 24 juin 13h30-16h30 Le Paris noir	1. Practical skills : Write and reply to a job offer Know the law and worker's rights 2. Grammar : <i>Pour que</i> + subjunctive Double pronouns 3. Vocabulary : Job offers Companies' responsibilities 4. Culture : Careers and sense of purpose Legislation on « phishing »	Exercises in Grammar booklet
Week 5 Lundi 27 juin 17h30-20h00 Mercredi 29 juin 17h30-20h00 Vendredi 1^{er} juillet 13h00-16h00	1. Practical skills : Present and comment data Put into practice an original and innovative idea 2. Grammar : Passive voice <i>en</i> and <i>y</i> pronouns 3. Vocabulary : Comments on numeral data Innovation 4. Culture : The « made in France » concept Experiences of foreign students	Exercises in Grammar booklet Composition n°2
Week 6 Lundi 4 juillet 17h30-20h00 Mercredi 6 juillet 17h30-19h30 Vendredi 8 juillet 13h00-16h00	1. Practical skills : Analyse skills and motivation Lead a job interview 2. Grammar : Speech Preposition « <i>sans</i> » + infinitive 3. Vocabulary : Skills review Government help with small businesses and companies 4. Culture : Businessowner profiles Coop banking and funds	Exercises in Grammar booklet Finals



VISITES & ACTIVITES :

03/06/2022	Workbook pickup in the Latin Quarter.
10/06/2022	Wine tasting
17/06/2022	Black Paris
Date à confirmer	Street art

REQUIRED COURSE MATERIALS : Student book :

Grammar book, title will be specified in class.

RECOMMENDED READINGS :

Economic and financial articles from:

Daily (Le Monde, le Figaro), weekly (L'Express, Problèmes économiques, Courrier International), monthly paper (Capital)