



FR 353 FRENCH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD III

IES Abroad Paris

DESCRIPTION:

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 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Proficiency at a level equivalent to IES Abroad's Emerging Independent Abroad, as determined by placement test.

METHOD OF PRESENTATION:

Before class, students have to:

- read the documents listed in the syllabus and answer the related questions and study the vocabulary necessary to understand them
- do the grammatical exercises

In class, we will:

- Go over the reading questions
- Study a selection of the assigned vocabulary
- Analyze and discuss the issues covered in the readings
- Read other documents related to the topic
- Correct the assigned grammatical exercises

After class, students have to:

- Read the documents again
- Review the daily vocabulary according to their specific needs
- Review the grammar exercises corrected in class

REQUIRED WORK AND FORM OF ASSESSMENT:

- Three written works: 20%
- Two oral presentations: 15%
- Mid-semester examination: 15%
- Final examination: 20%
- Quizzes: 10%
- Participation (forums, in class): 10%
- Intensive introductory language class (*propédeutique*): 10% (Two written works: 35%, one oral presentation: 25%, Participation: 15%, Test: 25%)

LEARNING OUTCOMES:

Students who are placed at this level should be capable of achieving the outcomes in the Emerging Independent 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 the outcomes for the 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 identify and describe import 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 discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with those of the host culture.
 - c. Students will be able to interpret gestures and body language, and they will integrate some of those nonverbal actions into their interactions with native speakers.
 - d. Students will recognize, and at times conform to, socio-cultural norms in almost any transactional event.
2. Listening
 - a. Students will be able to understand most spoken communications of moderate complexity (media and film, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
 - b. Students will be able to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, as well as common colloquial expressions and slang.
3. Speaking
 - a. Students will be able to speak about and discuss a wide range of concrete every day and personal topics, abstract ideas covered in classes, as well as other issues of particular interest to them.
 - b. Students will be able to participate in, initiate, and respond actively in a wide variety of interactions.
 - c. Students will be able to narrate a sequence of events with some degree of accuracy.
4. Reading
 - a. Students will be able to read and understand a wide-variety of articles, stories, and online texts using background knowledge to aid their comprehension.
 - b. Students will be able to read and understand academic texts with assistance.
5. Writing
 - a. Students will be able to meet their daily writing needs (class notes, text messages, letters, emails, chats, online forums).
 - b. Students will be able to write papers for class that narrate, describe, report, compare, contrast, and summarize a wide range of topics.
 - c. Students will be able to edit their own and their peers' writing.

ATTENDANCE POLICY:

Attendance is mandatory for all course meetings, including visits. Absences and lateness will affect your ability to master class content. In addition, your final grade will be lowered by 1/6 of a letter grade for each absence.

For 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 (amilan@iesparis.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, he or she must contact Scott, Seth or Alexandra.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Propé	<ol style="list-style-type: none"> 1. Functional <ul style="list-style-type: none"> ● Greetings (la bise) ● Living and studying in Paris ● Writing a film critique 2. Grammar <ul style="list-style-type: none"> ● Negation, relative pronouns (qui, que, dont) passed tenses, time and duration, present subjunctive, indirect speech 3. Vocabulary <ul style="list-style-type: none"> ● Student life and everyday life in Paris ● Cinema 4. Culture <ul style="list-style-type: none"> ● Student life and everyday life in Paris 	<p>Readings:</p> <ul style="list-style-type: none"> ● «Leur Paris» ● «L’argent, une source de stress qui vient s’ajouter aux études» ● «Paris s’embourgeoise-t-il?» <p>Video :</p> <ul style="list-style-type: none"> ● «La bise» ● Movie Trailer <p>Audio:</p> <ul style="list-style-type: none"> ● Studying in Paris: a student account ● Film critic 	I.A., I.B., I.C., I.D., II.A., II.B., III.A, III.B., III.C., IV.A, V.A., V.B., V.C.
Week 1	<ol style="list-style-type: none"> 1. Functional <ul style="list-style-type: none"> ● Describing and discussing a diagram 2. Grammar <ul style="list-style-type: none"> ● Present and future indicative, an / année, the date 3. Vocabulary <ul style="list-style-type: none"> ● Demographics 4. Culture <ul style="list-style-type: none"> ● What demographics say about social changes in France 	<p>Readings :</p> <ul style="list-style-type: none"> ● Bilan démographique 2011 ● “La France qui gagne des habitants” 	III.A, III.B., III.C., V.B.

<p>Week 2</p>	<p>1. Functional</p> <ul style="list-style-type: none"> • Describing and analyzing a social phenomenon <p>2. Grammatical</p> <ul style="list-style-type: none"> • Values and use of the conditional tense <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Work, politics <p>4. Culture</p> <ul style="list-style-type: none"> • Politics, the workplace and the generation gap 	<p>Reading:</p> <ul style="list-style-type: none"> • N. Brafman: “La génération Y existe-t-elle vraiment?” <p>Audio:</p> <ul style="list-style-type: none"> • Youth and politics <p>Video:</p> <ul style="list-style-type: none"> • “La génération Y vue par Hugo” <p>Forum:</p> <ul style="list-style-type: none"> • Do you belong to Generation Y? 	<p>I.A., I.B., I.C., II.A., IV.A, V.A.</p>
<p>Week 3</p>	<p>1. Functional</p> <ul style="list-style-type: none"> • Describing and comparing educational institutions <p>2. Grammatical</p> <ul style="list-style-type: none"> • Relative pronouns <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Education <p>4. Culture</p> <ul style="list-style-type: none"> • Schools and higher education in France 	<p>Reading:</p> <ul style="list-style-type: none"> • O. Galland : “L’écart entre la jeunesse diplômée et la jeunesse qui décroche s’aggrave” <p>Audio:</p> <ul style="list-style-type: none"> • “Les classes prépa” <p>Audio:</p> <ul style="list-style-type: none"> • “L’élitisme républicain” <p>Writing assignment 1:</p> <ul style="list-style-type: none"> • A French friend is eager to study in the U.S. and is asking for advice. Write him or her an email. 	<p>I.A., I.B., II.A, II.B., IV.A., V.A., V.B.</p>
<p>Week 4</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> • Identifying a point of view, analyzing a series of argument, expressing a point of view <p>2. Grammatical</p> <ul style="list-style-type: none"> • Subjunctive or indicative <p>3. Vocabulary</p> <ul style="list-style-type: none"> • Structuring arguments in a paragraph • Colloquial expressions <p>4. Women’s rights, mothers’ duties</p>	<p>Reading:</p> <ul style="list-style-type: none"> • D. Méda : «Emploi des femmes, les limites du modèle français» <p>Video :</p> <ul style="list-style-type: none"> • Marius et Jeannette (abstract) 	<p>I.A., I.B., I.C., II.B., III.A., III.B., IV.A.</p>

Week 5	<p>1. Functional:</p> <ul style="list-style-type: none"> Describing a work of art, Presenting and explaining social truths about one's own culture to others, Debating <p>2. Grammatical:</p> <ul style="list-style-type: none"> Pronouns <p>3. Vocabulary:</p> <ul style="list-style-type: none"> Art (painting) <p>4. Culture:</p> <ul style="list-style-type: none"> Contemporary art 	<p>Reading:</p> <ul style="list-style-type: none"> «La bataille américaine contre Soulages» <p>Video:</p> <ul style="list-style-type: none"> «Dans l'atelier de Soulages» <p>Oral presentation 1:</p> <ul style="list-style-type: none"> Present and explain a current social issue in your country to a French audience. 	<p>I.A., I.B., III.A.; III.B., II.A., III.A., III.B., IV.A, IV.B.</p>
Week 6		<p>Review</p> <p>Mid-semester examination</p>	
Week 7	<p>1. Functional:</p> <ul style="list-style-type: none"> Identifying a point of view, analyzing and assessing a series of arguments, taking account of somebody's arguments in order to express one's own point of view <p>2. Grammatical:</p> <ul style="list-style-type: none"> Opposition, concession <p>3. Vocabulary:</p> <ul style="list-style-type: none"> Agreement and disagreement <p>4. Culture:</p> <ul style="list-style-type: none"> Marriage for all 	<p>Readings:</p> <ul style="list-style-type: none"> E. Loret : « Gays, gays, marions-les» M. Iacub : «Le mariage gay à la noce» <p>Video:</p> <ul style="list-style-type: none"> “Un papa, une maman, on ne ment pas aux enfants” <p>Writing assignment 2:</p> <ul style="list-style-type: none"> Write a letter to a French newspaper and explain your point of view about a social issue in France 	<p>I.A., I.B., II.A., II.B., III.A., IV.A., V.B., V.C.</p>

<p>Week 8</p>	<p>1. Functional:</p> <ul style="list-style-type: none"> • Dealing with media biases <p>2. Grammatical:</p> <ul style="list-style-type: none"> • Cause and consequence <p>3. Vocabulary:</p> <ul style="list-style-type: none"> • Food and the media • Colloquial expressions <p>4. Culture:</p> <ul style="list-style-type: none"> • Food 	<p>Readings:</p> <ul style="list-style-type: none"> • S. Verbet-Caillat : «Les OGM dangereux pour la santé : l'étude qui le prouve» • M. Menessier : «Les OGM à nouveau sur le banc des accusés» <p>Audio:</p> <ul style="list-style-type: none"> • “Ça se bouffe pas, ça se mange” <p>Video:</p> <ul style="list-style-type: none"> • “La gastronomie française, un monument?” <p>Forum:</p> <ul style="list-style-type: none"> • Food in a French family: describe your own experience 	<p>I.A., I.B., II.A, II.B., III.A., III.B., III.C., V.A., V.C.</p>
<p>Week 9</p>	<p>1. Functional</p> <ul style="list-style-type: none"> • Comparing two annual reports <p>2. Grammatical</p> <ul style="list-style-type: none"> • Pronominal and impersonal verbs <p>3. Vocabulary</p> <ul style="list-style-type: none"> • The press <p>4. Culture</p> <ul style="list-style-type: none"> • The media in France 	<p>Readings:</p> <ul style="list-style-type: none"> • «L'Europe tombe du piédestal, pas de répit pour les dictatures» • «Classement de la liberté de la presse 2011/2012» <p>Audio:</p> <ul style="list-style-type: none"> • “La mort de la presse” <p>Oral presentation 2:</p> <ul style="list-style-type: none"> • Summarize and comment on a podcast chosen on the website of a French radio station 	<p>II.A., III.A., III.B.; IV.A</p>

<p>Week 10</p>	<ol style="list-style-type: none"> 1. Functional <ul style="list-style-type: none"> ● Using different sources of information in order to better understand an issue 2. Grammatical <ul style="list-style-type: none"> ● The passive voice 3. Vocabulary <ul style="list-style-type: none"> ● Urban planning, the environment 4. Culture <ul style="list-style-type: none"> ● Urban planning 	<p>Readings:</p> <ul style="list-style-type: none"> ● J.-Y. Guérin, “Le come-back des tours à Paris” ● E. Réju, “Les tours de grande hauteur sont-elles écologiques?” ● L. le Chatelier, “Jean Nouvel, architecte à tout prix?” <p>Audio:</p> <ul style="list-style-type: none"> ● “Le Grand Paris” <p>Video:</p> <ul style="list-style-type: none"> ● Jean Nouvel, an interview <p>Forum:</p> <ul style="list-style-type: none"> ● Are you in favor of the building of Nouvel’s towers? 	<p>I.A., I.B., II.A., II.B., III.A., III.B., III.C., IV.A.</p>
<p>Week 11</p>	<ol style="list-style-type: none"> 1. Functional <ul style="list-style-type: none"> ● Reading and writing a short essay 2. Grammatical <ul style="list-style-type: none"> ● Gerundthe present participial 3. Vocabulary <ul style="list-style-type: none"> ● TV, cinema and other forms of media 4. Culture <ul style="list-style-type: none"> ● Images, old and new 	<p>Readings:</p> <ul style="list-style-type: none"> ● M. Augé, “Mont-Saint-Michel” ● S. Daney, “Comme tous les vieux couples, cinéma et télévision ont fini par se ressembler” 	<p>I.A, III.A., III.C., IV.B.</p>
<p>Week 12</p>		<p>Writing assignment 3:</p> <ul style="list-style-type: none"> ● Like M. Augé in his essay, write about one of your experiences that helped you discover and understand an aspect of French culture. <p>Review</p> <p>Final examination</p>	<p>I.A., I.B., V.B.</p>

REQUIRED READINGS:

- course pack



RECOMMENDED READINGS:

- A French dictionary

Other Resources:

The press:

- www.liberation.fr
- www.lemonde.fr
- www.lefigaro.fr
- <http://humanite.fr/>
- <http://tempsreel.nouvelobs.com/index.html>
- <http://www.lesinrocks.com/>

TV:

- www.pluzz.fr
- <http://videos.arte.tv/fr/videos/arte7#/fr/thumb///1/50/>
- www.canalplus.fr
- www.m6replay.fr
- www.ina.fr

Radio:

- <http://www.radiofrance.fr/>

Previous Course Name:

(formerly FR 373b - Topics In Advanced Grammar And Culture III)