CIEE Dakar, Senegal

Course title: Advanced French - Development Studies
Course code: FREN 3001 SNDS
Programs offering course: Development Studies
Language of instruction: French
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2020

Course Description

One of the best ways to integrate into a new culture is through language because the ability to communicate effectively with the host community is an essential skill for any student. That's why the program puts a special emphasis on the learning of French as an important part in skills acquisition. In this course, students will learn some French related to "Development" and the learning will take place at CIEE center and sometimes in the community. The program includes two sessions per week spread along the semester. The methodology is primarily based on teamwork. Therefore, students are encouraged to demonstrate motivation, patience, and flexibility to ensure an effective learning environment. To improve this environment and meet its educational objectives, the teacher will conduct regular evaluations on the knowledge acquired by students as well as on applied teaching methodologies.

Learning Objectives

By completing this course, students will:

- Analyze readings and engage in complex discussions;
- Produce reports by using advanced grammatical structures;
- Demonstrate skills to describe, narrate, emit hypothesis, and develop critical arguments;
- Develop enhanced ability to make oral and written presentations integrating development-related themes and concepts.

Course Prerequisites
Students in this course must have a very solid basis in French (both for writing and speaking). There will be written assignments, presentations and in-depth discussions on various topics as well as on topics related to “development”. So a correct and intelligible expression is essential.

Methods of Instruction

The French Advanced level 2 provides learners with the knowledge and skills needed to communicate in French based on their interests including topics related to “development”.

The curriculum designed for the semester is a model of lessons oriented on the acquisition of knowledge and skills that enable students to meet their practical and professional needs.

To meet learners ‘needs, the teacher will use a variety of teaching techniques such as repetition, role-plays, participatory approaches, discussions, presentations, films, etc.

Formal classes at the center and informal ones in the community will be organized to meet learners ‘learning styles. TDA (Trainee Directed Activities) are also provided to allow learners to collect information out of the class. This exercise will enable them to improve their language skills but also to conduct technical activities on topics related to “development”.

Assessment and Final Grade

1. Presentation 20%
2. Knowledge of the Language 20%
3. Written Assignments 20%
4. Final Exam (LPI) 20%
5. Class Participation 20%

TOTAL 100%

Course Requirements

Presentation

Students will be asked to do a 10 to 15 minutes’ presentation on topics related to the Development Studies program such as Public Health, Environment and
Development, Democracy and Governance, Education, Economy and Development, Urban Landscapes etc.

The objective of these presentations followed by in class discussions is to allow students to acquire the technical vocabulary related to theme of Development.

Knowledge of the Language

There will be a written test on grammar, conjugation etc. to assess students’ mastery of advanced grammatical rules, tenses covered in class.

To assess students' oral and written skills, there will be:

- A written report: Students will be asked to submit a detailed written report of 3 to 5 pages on their rural visits (evaluation will focus on the quality of writing: use of correct grammar structures, proper verb conjugation, coherence of ideas etc.)
- One oral interview (Week 16). The LPI (Language Proficiency Interview) is an oral interview between the teacher and the student. Students should respond appropriately and in detail to the teacher's questions. This will allow the tester (teacher) to assess the quality and quantity of the student's production/transcript (use of correct grammatical structures, appropriate vocabulary, flow, spontaneity etc.) At the end of the interview, the teacher will assign a language level that corresponds to the student’s production based on the four levels at CIEE (Beginning 1 & 2, Intermediate 1 & Intermediate 2, Advanced 1 & Advanced 2).

Written Assignments

Final Exam (LPI)

The LPI (Language Proficiency Interview) is an oral interview between the teacher and the student. Students should respond appropriately and in detail to the teacher’s questions. This will allow the tester (teacher) to assess the quality and quantity of the student’s production/transcript (use of correct grammatical structures, appropriate vocabulary, flow, spontaneity etc.) At the end of the interview, the teacher will assign
a language level that corresponds to the student’s production based on the four levels at CIEE (Beginning 1 & 2, Intermediate 1 & Intermediate 2, Advanced 1 & Advanced 2)

Class Participation

A daily observation form that will daily assess student’s participation, punctuality, attitude, seriousness on assignments etc. (at the end of every week, the teacher meets individually with learners and gives them feedback / suggestions based on the form).

Attendance

Students will be graded on their attendance and participation. So they must imperatively attend and actively participate in the course. The opposite would have an impact on their grades allocated to those requirements at the end of the semester.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class: Week 1

Session 1

Language placements tests

The teacher interviews each student before classes start to have an idea on students’ oral production/level in French using the method of evaluation called LPI (Language proficiency Interview)

Presentation of the syllabus

Students’ expectations
Session 2

Revision of tenses (present, past, future etc.)

Getting to know each other (presentation of students using USA map)

Prepositions with geographical names

Written & oral exercises to practice different tenses & prepositions with geographical names

Assignment: write a letter to a friend (1 page) + presentation in class

Week 2
Class: Week 2

Session 1

Conditional Present & Past

Different uses of conditional present & past conditional clauses with “SI”

written & oral exercises of practice /Questions and answers using conditional (present/past)

Assignment: students create situations + discussion

Session 2

Reading analysis

Reading: Culture et développement : l’entreprise, au péril de la culture? an excerpt from MFI l’expérience d’un chef d’entreprise face aux blocages d’ordre culturel par Marcel Zadi Kessy
http://www1.rfi.fr/fichiers/MFI/EconomieDeveloppement/liste.asp

Week 3
Class: Week 3

Session 1

Subjunctive present & past

Different uses of the subjunctive present & past + written exercises

Assignment: questionnaire related to themes of Development (Public Health, Environment, Development Economics, Democracy and Governance, Education etc.) followed by presentations

Presentations starting on week 6

Session 2

Film screening: «La petite vendeuse de soleil »+ discussion on the film

Written assignment on rural visits (3 to 5 pages/ written report due on week 5)

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Week 4
Class: Week 4

RURAL VISITS

Week 5
Class: Week 5

Session 1

Rural visits debriefing + discussions
Session 2

Relative Pronouns

(qui –que; ce qui - ce que ; dont - ce dont)

Uses and exercises of practice

Written report on rural visits submission paper

Week 6
Class: Week 6

Session 1

Presentation + discussions

Theme: Public Health


Session 2

Presentation + discussions

Theme: Environment and development

Week 7
Class: Week 7

Session 1

Comparative and Superlative

Written/oral exercises

Questions using comparative & superlative + discussions
Session 2

Reading analysis

"A l’aube du matin était le crépuscule" (an excerpt from Anthologie de la Nouvelle Sénégalaise)

Discussion on themes developed in the reading

Week 8
Class: Week 8

Session 1

Presentation + discussions

Theme: Democracy and Governance

Session 2

Presentation + discussions

Theme: Development Economics

Week 9
Class: Week 9

Session 1

Mid-semester break debriefing

*Informal conversations on Fall break

Session 2

Field trip to Léopold Sédar Senghor museum

Week 10
Class: Week 10

**Session 1**

African proverbs + Idiomatic phrases

Cultural explanation + discussion

**Session 2**

Tea session

Informal conversation with Senegalese guest students (Themes of students’ choice)

Week 11

Class: Week 11

**Session 1**

Presentation + discussions

Theme: Education

**Session 2**

Film screening: “La Pirogue”

Discussion on the film

Week 12

Class: Week 12

**Session 1**: Students specific problems & needs

**Session 2**: Students specific problems & needs

Week 13

Class: Week 13
Session 1: General revision on points covered in class

Session 2: Trip to Nice cream: Students share their experiences in Senegal

Week 14
Class: FINAL EXAM

Oral exam: Language Proficiency Interviews

Course Materials
Readings


“Culture et développement:l’entreprise,au péril de la culture?” an excerpt from MFI l’expérience d’un chef d’entreprise face aux blocages d’ordre culturel par Marcel Zadi Kessy

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