Course title: Advanced French - Development Studies
Course code: FREN 3001 SNDS
Programs offering course: Development Studies
Language of instruction: French
U.S. semester credits: 3.00
Contact hours: 45.00
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%
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 & Advanced2)

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

Class attendance standards at CIEE Dakar are as outlined below.

- Regular class attendance is required throughout the program.
- Excessively tardy (over 15 minutes late) students will be marked absent, and the student will be reminded of the policy at the time of the infraction.
- Students must notify their instructor beforehand, if they will miss class for any reason. Notification must be made via Canvas, and an email copy should be sent to the Center Director and the Program Assistant for Academic Affairs.
- Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.
- Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and provide appropriate documentation to the Center Director and the Program Assistant for Academic Affairs. Make-up opportunity will be provided to the extent this is feasible.
- Students are not permitted to travel away from the program site while classes are in session, unless part of
An absence in a CIEE course will only be considered excused if:

- a doctor’s note from a local medical professional is provided;
- a CIEE staff member verifies that the student was too ill to attend class;
- evidence is provided of a family emergency;
- the CIEE Center Director approves an absence related to an observance of a religious holiday.

Absences & Grade reduction

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>3 content classes, or 3 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>4—6 content classes, or 4—6 language classes</td>
<td>Participation graded as per class requirements; 3% grade deduction*; written warning</td>
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<td>(students with more than 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to an immediate written warning from the CIEE Center Director / Academic Director and notification to the student’s home school</td>
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<td>For absences that fall between 10-20% of total course hours, CD will issue additional written warnings to students, and notifications to the home school advisor, as relevant to the individual student situation.</td>
</tr>
<tr>
<td>More than 20%</td>
<td>7 or more content classes, or 7 or more language classes</td>
<td>Automatic course failure, and possible expulsion</td>
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Subsequent absences totaling 20% or more of class time may result in failure and dismissal from the class and/or program, at the discretion of CIEE.

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
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
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
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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