



## CAS FR 300 Advanced Language Practicum

**Prerequisite:** CAS LF 212, college 4<sup>th</sup> semester French, or placement test equivalence

**Credits:** 4

**Instructor:** Emmanuelle Farhi (efarhi@bu.edu)

**Schedule:** 15 two-and-a-half-hour sessions over 7.5 weeks  
+ Methodology seminar (during orientation week)  
+ 1 cultural workshop to choose from a list of options (cooking class, Musée du Vin, Musée du Chocolat, language exchange with French students)  
+ 1 individual visit to a site in Ile-de France  
+ final exam

### Course material

Course textbook : FARHI, Emmanuelle. *Outils pour le français* (2014), to be purchased at our partner printer's shop

This textbook includes sections about grammar, common vocabulary, style, oral communication and professional vocabulary and phonetics.

Dictionaries: Students should have a good dictionary, or make use of the non-abridged dictionaries available at the BU Center.

Novels for book report (excerpts available on Blackboard):

- De Sà Moreira, Régis – *Le Libraire* – Éditions Au Diable Vauvert, 2004
- Foenkinos, David – *La Délicatesse* – Éditions Gallimard, 2009
- Modiano, Patrick – *Pour que tu ne te perdes pas dans le quartier* - Éditions Gallimard, 2014
- Nothomb, Amélie – *Barbe bleue* – Éditions Albin Michel, 2012
- Orsenna, Erik – *Et si on dansait ?* – Éditions Stock, 2009
- Quiriny, Bernard – *L'Angoisse de la première page* – Éditions Phébus, 2005
- Schmitt, Eric-Emmanuel – *Monsieur Ibrahim et les fleurs du Coran* – Éditions Albin Michel, 2001

## I. COURSE PRESENTATION

All Paris Internship Program French language courses are in essence embedded in the Program as a whole and are designed to work towards the same goal of allowing students to perform at their best while in Paris. In the context of this program, living in Paris means:

- acquiring daily survival skills,
- interacting with the French,
- studying academic subjects in French,
- working in a French environment.

Our language courses focus, both at the oral and written communication levels, on creating tools:

- to communicate in everyday interactions, with a focus on colloquialisms and language used in varied situations,
- to discover and discuss cultural material and events (cinema, novels, etc.) and societal trends and issues (media),
- to adapt oral and written expression to an academic context, in relation to the elective course(s),
- to know how to present professionally, and manage work-related situations such as interviews or face-to-face, email and phone communication.

All our courses take into account the diversity of language levels amongst our students, and adjust to these needs. Given this diversity of profiles and the fact that language acquisitions are also enhanced by students living, working and attending elective courses in French to different extents for each individual, the language outcomes in the four communication skills – speaking, writing, listening, reading - range from Intermediate Mid to Advanced Low proficiency according to the ACTFL Proficiency Guidelines.

This course focuses on written expression and grammar and is conducted entirely in French.

## II. COURSE OBJECTIVES, APPROACH, AND OUTCOMES

### Objectives

Life in Paris, professional situations and elective course content will serve as our canvas to explore and apply concepts learned in the classroom. There are two primary objectives of this course:

- **restructure** skills in order to consolidate them;
- **refine** skills to improve language level and increase its flexibility in different contexts.

### Approach

The approach will be equally theoretical and practical; formal and informal; written and oral:

- **theoretical:** systematic study of overarching grammatical themes so as to understand the logic of how the French language, and therefore the French spirit, expresses itself;
- **practical:** application of studied concepts to various contexts;
- **formal:** predetermined choice of grammatical themes;
- **informal:** consideration of individual students' needs and interests;
- **written:** alternation between grammar exercises (daily homework, quizzes, exams), guided writing (compositions incorporating certain grammatical themes with an insistence on rigor and precision), and free expression (book report);
- **oral:** oral applications of grammar points in the form of exercises and other activities.

### Outcomes

- **Improve oral communication skills:** by the end of this course, students will be able to participate in conversations about daily life, professional goals and experience, cultural and societal subjects; they will be able to ask and answer questions, narrate sequences of events, express their opinions and reactions.
- **Improve written communication skills:** by the end of this course, students will be able to write texts comprised of several paragraphs, such as narrative and argumentative essays as well as formal professional presentation.
- **Focus on rigor and precision:** by the end of this course, students will have an acute awareness of the importance of details when writing.
- **View language structure as a system:** by the end of this course, students will understand the logic behind the main grammar notions, be able to apply and recognize these notions when reading or writing; they also will have an awareness of language structure as a reflection of a way of thinking, and of how differences between French and English, as well as other languages, result in differences in mentalities and intellectual approaches.
- **Adapt to various contexts:** by the end of this course, students will be able to adjust their communication skills to different situations; they will make the difference between written and oral correctness; they will also be able to make the difference between familiar, informal, professional and academic communication.



- **Enrich and diversify vocabulary according to needs:** by the end of this course, students will have enriched their vocabulary through strategies involving identifying needs and distinguishing familiar, general and specialized vocabulary; they will have gained autonomy in vocabulary acquisition.
- **Elaborate style:** by the end of this course, students will be aware of and able to resort to different devices allowing them to improve their writing style, such as using logical connectors, avoiding repetitions by diversifying synonyms and limiting the use of basic verbs, building complex sentences in the limits of elegance.

### III. ASSESSMENT AND GRADING

#### **Exams (3): 39%**

These three one-hour exams will cover grammar and vocabulary studied in class. Their format and relevant content will be given in advance.

#### **Compositions (3): 39%**

These compositions are an opportunity to work on the quality of written French (grammar, spelling, structure, style). The objective is to have the student self-correct increasingly as the weeks go on as well as to improve their written language level. Each composition will be a double assignment: students will turn in the assignment, and the instructor will underline errors and return to the students, who will then submit a corrected version. The first draft counts for 75% of the composition grade, while the final draft counts for 25%.

Compositions will be 1.5-2 pages each and will treat various themes: a professional presentation, a visit to a site in Ile-de-France, and an argument on a given topic relating to French society.

#### **Book Report: 7%**

After researching the suggested novels on the internet, students read an excerpt (roughly 30-40 pages) from a list of recent French novels and write a 3-4 page essay reacting to the text, as well as a section about linguistic aspects (new vocabulary, grammar notions). The grade will take into account grammatical correctness, expression, and level of reflection.

#### **In-class exercises: 5%**

Students will complete short quizzes and in-class exercises relating to points of grammar currently being studied to help keep students on track and identify problematic concepts as early as possible. During the first two weeks, there will be a quiz in each class session on irregular verb conjugations.

#### **Participation, effort, and progress: 10%**

This grade takes into account the quality of students' presence in class, energy, relevance of comments in class, regularity, effort and progress on written work, and attendance and punctuality. A midterm evaluation of this grade will be given to students after the second exam.

#### **Attendance Policy**

1 absence (class session or activity) = -1 point on the overall grade

4 or more unexcused absences = grade of F for the course

Missed assignment or exam = grade of 0 for the assignment

Plagiarism on an assignment = grade of 0 for the assignment

*NB: Excused absences must be justified by a doctor's note or a scheduled internship interview.*

### Plagiarism (BU Policy)

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on the examinations or for plagiarism may be 'expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean'. Read the full Academic Conduct Code online at <http://www.bu.edu/academics/policies/academic-conduct-code/>.

## IV. COURSE OUTLINE

The following schedule is tentative and may be changed as a function of students' needs and rhythm. Homework will be assigned in class each day.

**Methodology Seminar:** Scheduled during Orientation week

PHASE 1 – sessions 1 to 6 SENTENCE BUILDING AS A SYSTEM		
<b>Topics</b>	<ul style="list-style-type: none"> <li>▪ Professional: self presentation for an interview</li> <li>▪ Academic: elaborate expression through the use of specialized/elaborate vocabulary from elective courses; use formal interrogation</li> <li>▪ Culture: research and choose novel for book report</li> <li>▪ Daily life: ask questions in oral contexts</li> </ul>	<b>Language targets</b>
	<ul style="list-style-type: none"> <li>▪ Communicate in the present and future tenses</li> <li>▪ Build simple sentences</li> <li>▪ Make the difference between oral and written communication</li> <li>▪ Focus on written rigor (agreements)</li> <li>▪ Use logical connectors for adding information</li> </ul>	
Schedule		
	Grammar notions	Assignments
<b>Session 1</b>	<ul style="list-style-type: none"> <li>- Conjugations as a system</li> <li>- Irregular verbs 1</li> </ul>	
<b>Session 2</b>	<ul style="list-style-type: none"> <li>- Sentence structure</li> <li>- Brief review of pronouns</li> <li>- Irregular verbs 2</li> </ul>	<b>Quiz 1</b> on irregular conjugations
<b>Session 3</b>	<ul style="list-style-type: none"> <li>- Sentence structure: negative form</li> <li>- Irregular verbs 3</li> </ul>	<b>Quiz 2</b> on irregular conjugations <b>Composition 1 – first draft</b> (professional presentation)
<b>Session 4</b>	<ul style="list-style-type: none"> <li>- Sentence structure: interrogative form</li> <li>- Irregular verbs 4</li> </ul>	<b>Quiz 3</b> on irregular conjugations
<b>Session 5</b>	<ul style="list-style-type: none"> <li>- Sentence structure: synthesis</li> </ul>	<b>Quiz 4</b> on irregular conjugations <b>Composition 1 – second draft</b>
<b>Session 6</b>	<ul style="list-style-type: none"> <li>- <i>Le passé composé</i> (beginning of phase 2)</li> </ul>	<b>Exam 1</b>
References from <i>Outils</i>		
Grammar	<ul style="list-style-type: none"> <li>- <i>Les conjugaisons : présent, participe passé, futur</i> p. 48-49 ; <i>verbes similaires</i> p.51 ; <i>règles de base des conjugaisons</i> p 51 ; <i>exercices sur le présent et le futur</i> p. 54-56</li> <li>- <i>L'ordre des mots dans la phrase : grands principes</i> p.93-97</li> <li>- <i>La forme interrogative</i> p.98-101</li> <li>- <i>La forme négative</i> p.103-105</li> <li>- <i>Les pronoms personnels</i> p. 24-31</li> </ul>	Writing
		<ul style="list-style-type: none"> <li>-<i>Le nom : détermination du genre en fonction du suffixe</i> p. 3</li> <li>-<i>Style oral – style écrit</i> p. 152</li> <li>-<i>Les mots outils</i> p 158-159</li> <li>-<i>Les lettres : quelques formulations écrites</i> p.183</li> <li>-<i>L'entretien professionnel : expressions utiles</i> p. 184-185</li> </ul>

PHASE 2 – sessions 7 to 10 TEMPORALITY AS A SYSTEM		
<b>Topics</b>		<b>Language targets</b>
<ul style="list-style-type: none"> <li>▪ Daily and professional life: speak about oneself in the past</li> <li>▪ Culture: describe a visit to a cultural site and include historical elements</li> </ul>		<ul style="list-style-type: none"> <li>▪ Narrate in the past</li> <li>▪ Use more complex structures involving sequences of tenses</li> <li>▪ Use logical connectors in a narration</li> <li>▪ Focus on written rigor (small words)</li> </ul>
Schedule		
	Grammar notions	Assignments
<b>Session 7</b>	- Narrate in the past combining <i>Passé composé</i> and <i>Imparfait</i>	<b>Composition 2 – first draft</b> (narration of a visit of a site in Ile-de-France)
<b>Session 8</b>	- Narrate in the past combining <i>Passé composé</i> , <i>Imparfait</i> and <i>Plus-que-parfait</i>	
<b>Session 9</b>	- Articles	<b>Composition 1 – second draft</b> (professional presentation)
<b>Session 10</b>	- Subjunctive: conjugation (beginning of phase 3)	<b>Exam 2</b>
References from <i>Outils</i>		
Grammar		Writing
<ul style="list-style-type: none"> <li>- <i>Les temps composés</i> p.57-58</li> <li>- <i>Les temps du passé : emploi</i> p.60-68</li> <li>- <i>La concordance des temps et le discours indirect</i> p.83-87</li> <li>- <i>Les articles</i> p.5-13</li> </ul>		<ul style="list-style-type: none"> <li>- <i>Les mots outils</i> p 158-159</li> <li>- <i>Prépositions : lieu et mouvement</i> p. 120-121</li> <li>- <i>Prépositions : dates et durées</i> p. 122-123</li> </ul>

PHASE 3 – sessions 11 to 15 LANGUAGE AS A SYSTEM		
<b>Topics</b>		<b>Language targets</b>
<ul style="list-style-type: none"> <li>▪ Daily life: express reactions, emotions, projection, hypothesis related to experience</li> <li>▪ Culture: express an opinion about a recent novel</li> <li>▪ Society: reflect on a societal issue</li> </ul>		<ul style="list-style-type: none"> <li>▪ Express opinions and reactions</li> <li>▪ Use complex structures involving subordinate clauses</li> <li>▪ Use logical connectors to build argumentation</li> <li>▪ Focus on elaborate style (suppress repetitions)</li> </ul>
Schedule		
	Grammar notions	Assignments
<b>Session 11</b>	- Use of subjunctive, indicative and infinitive	<b>Book report</b>
<b>Session 12</b>	- Use of subjunctive, indicative and infinitive (continued)	
<b>Session 13</b>	- Relative pronouns	<b>Composition 3 – first draft</b> (argumentation on a societal issue)
<b>Session 14</b>	- Use of infinitive, past and present participles, and gerundive	
<b>Session 15</b>	- General review	<b>Composition 3 – second draft</b>

References from <i>Outils</i>	
Grammar	Writing
- <i>Les conjugaisons : subjonctif présent</i> p.50	- <i>Les mots outils</i> p 158-159
- <i>Le subjonctif, l'indicatif ou l'infinifitif</i> p.71-82	- <i>Prépositions : culture, médias</i> p.124
- <i>Les pronoms relatifs</i> p 32-37	- <i>Correction stylistique : comment supprimer les répétitions</i> p.153-154
- <i>Les formes verbales et la voix passive</i> p.87-92	

### Final exam

## V. ADDITIONAL BIBLIOGRAPHY

### French dictionaries

*Le petit Larousse illustré*

*Le petit Robert de la langue française*

### French-English dictionaries

*Le Robert et Collins Super Senior*

*Harrap's Shorter Complet*

### Language theory:

*Nouvelle Grammaire du français* – Cours de civilisation française de la Sorbonne – Hachette fle

*Grammaire française* – Raymond Loiseau – Collection Outils – Hachette

*La Grammaire française* –Collection Repères pratiques – Nathan

*L'Orthographe* – Collection Repères pratiques – Nathan

*Bescherelle de Poche* – Hatier

*Dictionnaire d'orthographe* – André Jouette – Le Robert

*Dictionnaire des difficultés du français* – Jean-Paul Colin – Le Robert

### Grammar exercises:

*Grammaire – 350 Exercices Niveau moyen* – Collection Exerçons-nous – Hachette

*Grammaire – 350 Exercices Niveau supérieur I* – Collection Exerçons-nous – Hachette

*Grammaire – 350 Exercices Niveau supérieur II* – Collection Exerçons-nous – Hachette

*Grammaire – 450 Nouveaux exercices* – Collection Entraînez-vous – Clé International