

## CAS LF 113: First & Second-semester French

<b>Credits:</b>	4
<b>Schedule:</b>	10 two-and-half hour session over 1 week 4 four-hour session over 4 weeks + Studying in France & Methodology seminar (during orientation week)

### Course materials

Course textbook: *Brochure pour CAS LF1*, to be purchased at our partner's shop.

Blackboard: Course Blackboard site: <http://learn.bu.edu>

Students should **check their mail** for general course info, assignments, relevant documents, and announcements.

### I. COURSE PRESENTATION

All Paris Internship Program French language are in essence embedded in the Program as a whole and are designed to work towards the goal of allowing students to perform at their best while living and working in Paris.

Our language course focuses, 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 in everyday life and in the workplace,
- **To discover and discuss basic cross-cultural differences** in connection with everyday life and the workplace.

This class is geared towards communication **in French**. It is conducted entirely in French to allow students to develop efficient and essential techniques of negotiation of meaning that will help them build confidence in their listening and speaking skills and consequently progress faster in their language acquisition.

### II. COURSE OBJECTIVES AND OUTCOMES

#### Course objectives and methodology

This is a comprehensive first/second semester language course for beginners designed to promote communicative proficiency in four areas: speaking, listening, writing, and reading. We will target ACTL'S (The American council for the Teaching of Foreign Languages) World-Readiness standards with a focus on Communication, Cultures, Connections, Comparisons, and Communities to better understand how the French language skills learned in the classroom allow students to relate to their everyday life in Paris and to the French professional world.

We will work towards these course objectives through:

- Conversations and task-based activities in French (whole class, small groups, and pairs)
- Reading and listening activities (in-class and online)
- Creative writing workshops
- Theater performance workshops based on creative writing productions
- Cross-cultural activities and discussions

## Hub Units & Outcomes

HUB Units: Individual in the Community

By the end of this course, students will be able to:

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal, family, and professional information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
- understand and explain basic cultural differences and behaviors and adapt to them.

### III. ASSESSMENT AND GRADING

#### Disability Accommodation Statement

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at 617-353-3658 to coordinate any reasonable accommodation requests. For more information, please see <http://www.bu.edu/disability>.

#### Quizzes: 30%

At the beginning of each class there will be a **quiz that will test students on their reading, writing and listening skills**. These quizzes will cover material seen in the previous class. If a student is absent from a quiz, s/he receives an automatic grade of zero.

#### Written production: 25%

- **Atelier d'écriture:** every other class, we will organize a 20-minute creative writing workshop. The workshop will always be the logical follow up of in-class activities and will teach students the basic techniques of thinking and writing a text in a foreign language. Students will go through progressive steps (choice of subject, lexical mind mapping around the subject, choice of a textual structure, organization of ideas, and writing) and will eventually produce the first draft of a text in class. This draft will be the basis of an assignment to be handed in and graded.

#### Oral production: 25%

- **Représentation des ateliers d'écriture:** Every other class, we will organize a theatrical workshop during which students will practice their French phonetics and diction as well as rehearse their "scenes". At the end of the workshop, students, individually or as a group, will perform their creative writing. Students will be evaluated on all aspects of their speaking skills during their performance.

#### Participation, effort, and progress: 20%

This grade takes into account the quality of students' presence in class, energy, relevance of comments in class, regularity, effort and progress on the four target skills, and attendance and punctuality. Students will be asked to use a rubric to self-evaluate their attendance, participation, and preparation mid-semester. The instructor will review the students' self-assessment, assign an official grade, and provide students with feedback on the rubric so that they can make improvements where necessary.

**You will be asked to use this rubric to self-evaluate your attendance, participation and preparation at the end of unit 2, 4 and 6 in the course (three times).** Your instructor will review your self-assessment, assign an official grade, and provide you with feedback on the rubric so that you can make improvements where necessary.

## Class preparation

	<b>A Excellent</b>	<b>B Good</b>	<b>C Fair</b>	<b>D Needs improvement</b>	<b>F Needs intervention</b>	<b>Student assessment</b>	<b>Teacher assessment</b>
<b>PREPARATION</b>	I am always prepared for class with assignments and required class materials.	I am almost always prepared for class with assignments and required class materials.	I am usually prepared for class with assignments and required class materials.	I am rarely prepared for class with assignments and required class materials.)	I am almost never prepared for class with assignments and required class materials.		

## Class participation

	<b>A Excellent</b>	<b>B Good</b>	<b>C Fair</b>	<b>D Needs improvement</b>	<b>Student assessment</b>	<b>Teacher assessment</b>
<b>CLASS CONDUCT</b>	I always present a respectful and positive attitude towards the course, my fellow classmates, and my teacher.	I always almost present a respectful and positive attitude towards the course, my fellow classmates, and my teacher.	I usually present a respectful and positive attitude towards the course, my fellow classmates, and my teacher.	I sometimes present a respectful and positive attitude towards the course, my fellow classmates, and my teacher.		
<b>USE OF FRENCH</b>	I use French whenever possible in class. I always take risks in the language, use more complex structures and self-correct based on feedback.	I use French whenever possible in class. I occasionally take risks in the language, use more complex structures and self-correct based on feedback.	I use French whenever possible in class. I rarely take risks in the language. I rely on basic structures and occasionally self-correct based on feedback.	I often use English in class rather than make the effort to speak French. I am hesitant to take risks in the language or self-correct based on feedback.		
<b>CLASS INVOLVEMENT</b>	I proactively contribute to class by responding to questions, offering ideas, and asking questions on a regular basis.	I often contribute to class by responding to questions, offering ideas, and asking questions on a regular basis.	I sometimes contribute to class by responding to questions, offering ideas, and asking questions on a regular basis.	I rarely contribute to class by responding to questions, offering ideas, and asking questions on a regular basis.		
<b>COOPERATIVE LEARNING</b>	I am always on task during pair and group activities and motivate other students in the group to keep in task I ask for clarification when I need it. I am leader.	I am often on task during pair and group activities and complete activities in allotted time. I ask for clarification when needed.	I am sometimes on task during group and pair activities, but need to be reminded to stay focused. I complete most of the group work in allotted time.	I am constantly off task during group and pair activities and distract others with unnecessary comments. I do not finish all of the group assignments on time.		

## Grading conversion (out of 100)

FINAL GRADE FOR THE COURSE		GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS							
93-100 : A	77-79,5 : C+	A+ = 97	B+/A- = 89,5	C+/B- = 79,5	D+/C- = 69,5				
90-92,5 : A-	73-76,5 : C	A/A+ = 96	B+ = 88	C+ = 78	D+ = 68				
87-89,5 : B+	70-72,5 : C-	A = 95	B/B+ = 86,5	C/C+ = 76,5	D/D+ = 66,5				
83-86,5 : B	69-60 : D	A/A- = 92,5	B = 85	C = 75	D = 65				
80-82,5 : B-	59,5-0 : F	A/- = 91	B/B- = 82,5	C/C- = 72,5	D/D- = 62,5				
		A-/B+ = 89,5	B- = 81	C- = 71	D- = 61				
			B-/C+ = 79,5	C-/D+ = 69,5	F = 55 or 0				

#### IV. COURSE OUTLINE/DEROULEMENT DU COURS

The following schedule **is tentative** and may be changed according to students' needs and interests.

Session /date/unité	Communication et savoir-faire	Compétences grammaticales	Compétences lexicales	Devoirs notés
<b>Session 1</b> Unité 1 <i>Bonjour ! Comment ça va ?</i>	- Se présenter - Épeler - Echanger sur l'âge - Communiquer en classe	- L'alphabet et sa prononciation - Verbes avoir et être - L'intonation de la phrase - Les pronoms personnels	- Les nombres de 0 à 20 - Les formules de salutation	
<b>Session 2</b> Unité 1 <i>Bonjour ! Comment ça va ?</i>	- Echanger des numéros de téléphone - échanger des informations basiques (nationalité, profession) atelier d'écriture 1 : se présenter <b>interculturel</b> : Bonjour et service client	- L'accord des adjectifs - L'adjectif interrogatif « Quel » - verbe étudier et habiter	- Les nombres de 0 à 100 - objets du quotidien - professions - nationalités	
<b>Session 3</b> Unité 2 <i>Et avec ceci ?</i>	- Poser des questions simples - Demander et donner un prix	-Structure des questions - verbes aller et faire	- Les nombres de 0 à 1 000 000 - activités quotidiennes - objets du quotidien	- Quiz 1 : verbes avoir, être, questions de bases - Production écrite et orale notée 1 : présentez-vous
<b>Session 4</b> Unité 2 <i>Et avec ceci ?</i>	- Parler de ses activités quotidiennes - commander à la boulangerie - atelier d'écriture 2 : commander au café <b>interculturel</b> : achat et dégustation de pâtisseries	- Pronoms interrogatifs : qui, que, où, quand, combien	- Formules de politesse - vocabulaire de la boulangerie	

<p><b>Session 5</b> Unité 3 <i>En ville</i></p>	<ul style="list-style-type: none"> <li>- Localiser</li> <li>- Demander et donner des directions</li> <li>- Faire des achats dans différents magasins</li> </ul>	<ul style="list-style-type: none"> <li>- Les articles indéfinis</li> <li>- Les articles définis</li> <li>- La contraction de + article défini</li> <li>- La contraction à + article indéfini</li> <li>- Verbes en E-ER</li> <li>- Verbe prendre</li> </ul>	<ul style="list-style-type: none"> <li>- Les magasins</li> <li>- les biens de consommation courante</li> <li>- Lieux et activités dans la ville</li> <li>- Le métro</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz 2 : les nombres et les questions</li> <li>- Production écrite et orale notée 2 : commander au café</li> </ul>
<p><b>Session 6</b> Unité 4 <i>J'aime un peu, beaucoup, à la folie</i></p>	<ul style="list-style-type: none"> <li>- Parler de son quartier</li> <li>- Parler de ses goûts alimentaires</li> <li>- atelier d'écriture 3 : parler de ses goûts alimentaires</li> <li><b>interculturel</b> : faire le marché et le rapport à la nourriture</li> </ul>	<ul style="list-style-type: none"> <li>- Verbes en –RE réguliers : descendre, attendre</li> <li>- <b>Aimer + article défini + nom</b></li> <li>- <b>Aimer + verbe infinitif</b></li> </ul>	<ul style="list-style-type: none"> <li>- vocabulaire des fruits et des légumes, de la viande</li> </ul>	
<p><b>Session 7</b> Unité 4 <i>J'aime un peu, beaucoup, à la folie</i></p>	<ul style="list-style-type: none"> <li>- Parler de ses activités sportives et de ses loisirs</li> <li>- Commander au restaurant</li> <li>- Parler de ses projets</li> </ul>	<ul style="list-style-type: none"> <li>- Faire de+sport / jouer à+sport</li> <li>- Futur proche</li> <li>- <b>Aller + verbe infinitif</b></li> </ul>	<ul style="list-style-type: none"> <li>- Expressions avec jouer : le sport et la musique</li> <li>- Expressions avec faire : les tâches ménagères</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz 3 : le vocabulaire de la nourriture et les goûts alimentaires</li> <li>- Production écrite et orale notée 3 : parler de ses goûts</li> </ul>
<p><b>Session 8</b> Unité 4 <i>J'aime un peu, beaucoup, à la folie</i></p>	<ul style="list-style-type: none"> <li>- gagner en confiance à l'oral</li> <li>- mettre en scène des situations quotidiennes</li> <li>- jeux de rôles</li> <li>- atelier d'écriture 4 : commander au restaurant</li> <li><b>interculturel</b> : rapport au temps</li> </ul>	<ul style="list-style-type: none"> <li>- Futur proche</li> </ul>		
<p><b>Session 9</b> Unité 5 <i>Métro, boulot, dodo</i></p>	<ul style="list-style-type: none"> <li>- Proposer, accepter, refuser une invitation</li> </ul>	<ul style="list-style-type: none"> <li>- pouvoir, vouloir, devoir</li> </ul>	<ul style="list-style-type: none"> <li>- les sorties</li> </ul>	<ul style="list-style-type: none"> <li>- Quiz 4 : le futur proche</li> <li>- Production écrite et orale notée 4 : Commander au restaurant</li> </ul>
<p><b>Session 10</b></p>	<p><b>Interculturel</b> : les cafés français et dégustation chez Carette</p>		<ul style="list-style-type: none"> <li>- les activités quotidiennes</li> </ul>	

<p><b>Session 11</b> Unité 5 <b>Métro, boulot, dodo</b></p>	<p>- Parler de son emploi du temps  - Exprimer une cause/une conséquence</p>	<p>- Les verbes pronominaux - Verbes utiles au présent - Pourquoi ? parce que +S +V ou pour + verbe infinitif</p>	<p>- les activités quotidiennes</p>	<p>- Quiz 5 : pouvoir, vouloir, devoir - production écrite et orale notée 5 : proposer une activité</p>
<p><b>Session 12</b> Unité 6 <b>Parler au passé</b></p>	<p>- Raconter un événement au passé</p>	<p>- Le passé-composé avec avoir</p>	<p>- récit biographique</p>	<p>- Quiz 6 - production écrite et orale notée 6 : Parlez de vos projets</p>
<p><b>Session 13</b> Unité 6 <b>Parler au passé</b></p>	<p>- Parler de ses expériences à Paris</p>	<p>- Le passé-composé avec être - La négation : ne...pas encore, ne...jamais, ne...rien, ne...plus</p>	<p>- Expressions de temps : il y a, depuis, pendant</p>	<p>- Quiz 7 : le passé composé avec avoir - production écrite et orale notée 7 : Qu'avez-vous fait à Paris depuis votre arrivée ?</p>
<p><b>Session 14</b> <b>Conclusion</b></p>				<p>- Quiz 8 : le passé composé avec avoir et être</p>

## V. ADDITIONAL BIBLIOGRAPHY

### Online French-English Dictionaries:

<http://www.wordreference.com/>

<http://www.linguee.fr>

### French dictionaries

Le Petit Larousse illustré

Le Petit Robert de la langue française

### Online grammar exercises:

<http://www.lepointdufle.net/p/grammaire.htm>

### Online conjugation exercises:

<http://www.lepointdufle.net/p/verbes.htm>

### Online vocabulary exercises:

<http://www.lepointdufle.net/p/vocabulaire-themes.htm>

### Online phonetics exercises:

<http://www.lepointdufle.net/p/phonetique.htm>

### Online listening activities:

<http://www.lepointdufle.net/p/comprehensionaudio.htm#premier>



## Attendance Policy

Our program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be considered to be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all of the semester.

<b>1 absence (courses* or internship**)</b>	<b>= -1 point on your final grade</b>
<b>More than 3 unexcused absences</b>	<b>= F for the course</b>
<b>Unsubmitted written work Absence for a presentation or exam Plagiarism</b>	<b>= F (0 points) for the assignment in question</b>

\***Courses:** class sessions, exposé preparation, in-class presentation

\*\* **Internship:** EUSA meetings, BU Paris workshops, work placement schedule

**EXCUSED ABSENCES =**

- Absence for illness excused by the *certificate of a French doctor*
- Internship interview
- OFII medical visit (must have *convocation*)
- Professional imperative that conflicts with academic workshop

**Documentation to be submitted to [buparis@bu.edu](mailto:buparis@bu.edu) the day following the absence**

### TARDINESS

- The professor reserves the right to **not admit** a tardy student to class or to count a tardy arrival as either a **half or whole unexcused absence**.
- Late arrivals to class will impact the class **participation grade**.
- **Leaving class** before it ends is considered as tardiness.
- **Late submission** of written work will entail a penalty on the assignment grade.
- Written work submitted **more than a week late** or **after final exams** will not receive credit (grade = 0).

Students who do not complete a course on time will be given an F.

There are **no withdrawals** from classes, the internship nor the internship course.

### PLAGIARISM – OFFICIAL BU POLICY

Simply stated, plagiarism is taking another’s work and presenting it as your own. It is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. It can take many forms, including reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasing common practice of purchasing and downloading work from the Internet “paper mills”. Plagiarism applies to all media – printed matter of all kinds, video, audio, and oral presentation. Even unacknowledged paraphrasing or use of another’s methodology, structure or management of material is plagiarism. You must use quotation when quoting even if you do the translating yourself.

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/>