CAS LF 300  Living French in Paris: Practical Communication and Current Culture, level I  
Summer 2016

Prerequisite: CAS LF 212 or college 4th semester French equivalence
Credits: 4

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Schedule: Due to the limited time frame of the Paris Summer Internship Program, this course will meet twice a day for the first week of the program, alternating between sessions devoted to Written and Oral expression, then once a week as students attend their full-time internship.

- Intensive Week: Written - every day, 11:00 am - 2:00 pm  
  Oral - every day, 3:00 pm - 5:00 pm
- Internship Phase (6 weeks): Tuesdays, 5:00 pm - 7:30 pm

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, stylistics, oral communication, professional vocabulary and phonetics.
Dictionaries: Students should have a good dictionary, or make use of the non-abridged dictionaries available at the BU Center.
Press: L’Express (weekly news magazine), Pariscope (Parisian cultural weekly).
Media: video clips, songs, advertisements, photos, films.

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 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 in 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 oral and written communication and is conducted entirely in French.

II. COURSE OBJECTIVES, APPROACH, AND OUTCOMES

OBJECTIVES

This course aims to perfect students’ written and oral expression by improving their overall level of French with a special emphasis on better integrating them into their daily and professional internship environments.

The oral section of the course will focus on listening and speaking exercises that will be useful in everyday communication in Paris. Through the study of press articles as well as contemporary cinema and popular music, students will improve their oral skills while increasing their fluency in contemporary French culture. The written section will allow students to review and refine their understanding of certain grammar points and to integrate these concepts into their personal oral and written expression, notably when writing their internship report.

APPROACH

Intensive week: Preparation for Full Immersion

The intensive week precedes the internship placement and prepares for it. The main objective of this phase is to optimize students’ language skills in French, especially with regards to their internship and daily life in Paris so that they feel more at ease in a French environment.
Grammar (Emmanuelle)
Through the study of specific notions, students will be able to refine their expression for different purposes useful to daily and professional communication such as:
  - participating in simple conversations, asking and answering questions (building a sentence);
  - speaking and writing about their personal and professional experience (past tenses);
  - expressing their goals, opinions and reactions (subjunctive, indicative, infinitive);
  - describing situations, persons, places (relative pronouns).
This section will also include a more informal approach, taking into accounts students’ needs and questions to enrich their common and professional vocabulary and refine some other grammatical notions.
Students will complete short graded writing assignments or in-class quizzes to verify understanding of the concepts being studied.

Oral expression (Hanadi)
During the Intensive Week, the course will focus on everyday French and French in the professional context through:
  - Phonetics: familiarization with the sounds and phrasing of French;
  - Expressions: acquisition of both professional and informal vocabulary.

Internship phase: Strengthen Immersion

Writing
In preparation for the writing of the internship report, students will write a 500-word composition combining all previously studied grammar notions.

Oral expression
During the internship phase, the course will incorporate a cultural dimension that will put into practice concepts learned during the first week and expose students to new facets of French culture, thus facilitating their conversational and listening skills, through the improvement of their language proficiency and the exploration of current French cultural and societal aspects. This section will also prepare them for the oral defense of their internship course.
It will include components such as:
  - Oral comprehension - dialogues, pronunciation exercises, TV news;
  - Debates - discovery of French culture through popular music and film;
  - Presentations - structured oral exercises putting skills into practice.

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; they will have acquired greater fluidity in their speech.
  - Improve both pronunciation and intonation: by the end of this course, students will be able to understand rhythm and musicality of French phrasing and to put it into practice. They will also be able to identify and distinguish the pronunciation and articulation of different sounds and phrasings in French.
  - 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.
  - 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.
  - 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.
  - Develop a deeper understanding of French culture: by the end of this course, students will be able to live French in the context of contemporary French society by analyzing current events and political, cultural, social, and professional French life.
• Develop a deeper understanding of professional French environment: by the end of this course, students will be able to have a much better understanding of the professional environment in order to adapt more closely to its reality.

III. ASSESSMENT AND GRADING

Written

Final Exam: 20%
The written final exam will cover grammar and vocabulary studied in class.

Composition and In-class quizzes: 20%
After the intensive week, students will write a 500-word composition on a topic to be specified in class. The composition will allow the students to put into practice notions that are studied in class. Each composition will be a double assignment: students will turn in the assignment, and the instructor will underline errors and return it 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%.

Participation, effort, and progress: 10%
This grade takes into account the quality of a student’s presence in class, energy, relevance of their comments in class, effort and progress on written work, and attendance and punctuality.

Oral

Final Exam: 10%
The final oral exam will cover concepts and activities from class. It will be conducted individually with the professor and last about 15 minutes per student and will consider pronunciation, oral expressions learned in class, and self-expression in French.

Pronunciation: 10%
This grade takes into account students’ efforts in pronunciation and articulation, clarity of discourse, and progress made throughout the course in these domains.
Oral Expression: 10%
This grade takes into account students’ efforts in oral comprehension, clarity of expression, and progress made throughout the course in these domains.

Oral Presentation: 10%
Working in teams or individually, students choose an article from the weekly news magazine L’Express (available online at www.lexpress.fr) and present it to the class, leading a discussion on the subject of the article. The objective of this project is to allow students to engage with a subject that they find personally interesting, to enhance specific grammar and vocabulary skills, and to expose students to current events and affairs in France and Paris.

Participation, effort, and progress: 10%
This grade takes into account the quality of a student’s presence in class, energy, relevance of their comments in class, effort and progress on oral proficiency, and attendance and punctuality.

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 test = 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. Calendar
The following schedule is tentative and may be changed as a function of students’ needs and interests. Homework will be assigned in class each day.

<table>
<thead>
<tr>
<th>INTENSIVE WEEK (2 sessions per day)</th>
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<tbody>
<tr>
<td><strong>Session 1: Written (morning)</strong></td>
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<tr>
<td>• Presentation and introduction</td>
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<tr>
<td>• Grammar: present and future tense, conjugations (Outils, p. 32-36)</td>
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<tr>
<td><strong>Session 2: Oral (afternoon)</strong></td>
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<tr>
<td>• Phonetics: overall concepts and principles</td>
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<tr>
<td>• Phonetics: &lt;l&gt; and &lt;r&gt;</td>
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<tr>
<td>• Expressions: preparing for the professional environment</td>
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<td><strong>Session 3: Written (morning)</strong></td>
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<td>• Sentence structure (Outils, p. 70-76)</td>
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<td><strong>Session 4: Oral (afternoon)</strong></td>
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<tr>
<td>• Phonetics: &lt;t&gt;/&lt;d&gt; and &lt;i&gt;/&lt;é&gt;/&lt;è&gt;</td>
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<tr>
<td>• Expressions: coming and going (Outils p. 92)</td>
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<td>• Preparation for cinema outing</td>
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Evening: Cinema outing. *(Film, time, and location TBD)*

**Sessions 5: Written (morning)**
- Grammar: past tense, usage, formation, agreement (*Outils* p. 38-47)

**Session 6: Oral (afternoon)**
- Phonetics: <i>/<u> and <ill>/<ui>/<oi>
- Expressions: asking, refusing, excusing, thanking (*Outils* p. 93)
- Vocabulary: around the office
- Discussion and debate on cinema outing

**Session 7: Written (morning)**
- Grammar: relative pronouns (*Outils* p.26-31)

**Session 8: Oral (afternoon)**
- Phonetics: <s>/<z>/<j>/<ch>
- Expressions and Vocabulary: using the phone (*Outils* p. 94-98)

**Session 9: Written (morning)**
- Grammar: the subjunctive – formation and overall concepts (*Outils* p. 50, 71-82)

**Session 10: Oral (afternoon)**
- Expressions and Vocabulary: sending a professional email

**INTERNESHIP PHASE (1 session per week)**

**Session 11: Written**
- COMPOSITION VERSION 1 DUE
- Review for final

**Session 12: Written**
- FINAL WRITTEN EXAM

**Session 13: Oral**
- ORAL PRESENTATION N° 1
- Phonetics: disappearing sounds and familiar language
- Song debate

Written: COMPOSITION VERSION 2 DUE (by email to Emmanuelle)

**Session 14: Oral**
- ORAL PRESENTATION N° 2
- Phonetics: liaisons and enchâinements

**Session 15: Oral**
- ORAL PRESENTATION N° 3
- Oral comprehension: French TV news

**Session 16: Oral**
- ORAL PRESENTATION N° 4
- Review for final

**FINAL ORAL 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 – 2004
Grammaire française – Raymond Loiseau – Collection Outils – Hachette
La Grammaire française – Collection Repères pratiques – Nathan – 2004
L’Orthographe – Collection Repères pratiques – Nathan – 2005
Bescherelle de Poche – Hatier – 1999
Dictionnaire d’orthographe – André Jouette – Le Robert – 2002

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

Novels
Erik Orsenna – La Grammaire est une chanson douce – Stock, 2001
Erik Orsenna – Les Chevaliers du Subjonctif – Stock, 2004

Oral communication
Exercices d’oral en contexte – Niveau intermédiaire (Hachette – 2002)
DELCONS, Jacques. Français des relations professionnelles; guide de conversation (Didier – 2000)
Vocabulaire progressif du français – Niveau intermédiaire (CLE international – 2001)

Phonetics
LÉON, Monique. Exercices systématiques de prononciation française (Hachette – 1991)
PAGNIEZ-DELBART. À l’écoute des sons – les voyelles (Clé International – 1990)
PAGNIEZ-DELBART. À l’écoute des sons – les consonnes (Clé International – 1990)