



CAS LF 111-112-113-211-212: First to Fourth-semester French

Credits: 4

Hub units: *All courses (including LF 212)* – Individual in the Community
LF 212 – Global Citizenship and Intercultural Literacy

Schedule: FALL & SPRING

16 two-and-half hour session over 7.5 weeks
+ Final exam

SUMMER

Intensive week (25h over 5 days)
+ Weekly sessions during internship (15h)

Course material

In order to conform with courses taught in Boston, we will be using the manual *Défi Francophone 1* as a framework for general progression and notions to cover. But their content will be adjusted and complemented with elements specifically designed to make the most of Paris daily, cultural, social current realities, notably through visits and outings. All course material will be available on line (Blackboard site: <http://learn.bu.edu>) or through brochures to be purchased at a local partner shop.

I. COURSE PRESENTATION

LANGUAGE COURSES AT BU PARIS

Placement

Outcomes and progression in these courses are aligned with courses taught in Boston. However the Paris Program cannot offer separate sections for all courses. Therefore, students are placed in homogeneous "Groups" ("LF1" – "LF2"), which may combine two levels and vary each semester according to students' needs and proficiency. This is done through an on-site written and oral individual placement process during orientation week, taking into account not only the prerequisite for each course but also each student's actual linguistic proficiency and learning profile.

Daily continuous exposure to a French speaking environment intensifies language learning and guarantees that students will obtain credits in the French language course above the last one they have taken .

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 cross-cultural differences in connection with everyday life and the workplace.

Courses are geared towards communication **in French**. They are 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.

LANGUAGE COURSES AT BU BOSTON

Instructional framework and pedagogical approach

The approach used in this course can be characterized as communicative and integrated.

'*Communicative*' means that the focus of the course is on language use in realistic contexts, not on performing decontextualized exercises which have no other purpose than the practice of a particular feature of the language. This course is therefore geared towards communication in French : instead of learning about the language, you will learn to communicate your thoughts and ideas in the language. To help you immerse yourself, you will be provided with texts, videos, and audio clips in French. You will interpret and discuss these materials interactively in order to promote your understanding of spoken and written French, expand your vocabulary, increase your familiarity with grammatical structures and expose yourself to the norms, practices, and perspectives of Francophone cultures.

'*Integrated*' means that the various aspects that make up the language learning experience are not separated or isolated but considered as complimentary to one another. In a given activity, you may learn certain facts, work with certain grammatical structures, and develop certain communicative strategies. This also means that language and culture are not approached as separate but inter-related. Not only are you learning about Francophone culture when you listen to a song, watch a movie, analyze a text, but also when you and your instructor use the language itself.

A note on the role of the foreign language student

Language learning is a lifelong enterprise. It requires much time and effort, coupled with a steady, constant, daily exposure to comprehensible authentic messages in the language you are studying. In addition to doing a lot of work outside of the classroom, you should make the most of your in-class experience by being on time, trying to use French whenever possible, and coming prepared to participate. It is expected that you will come to class with a certain amount of knowledge on new vocabulary words and grammar points for the lesson, so that the bulk of class time can be devoted to communicative activities. In-class brief vocabulary and grammar explanations may be offered; it is however mainly your own responsibility to go over the new vocabulary and grammar explanations before coming to class and to constantly review all the material covered in class. In short, you are expected to take an active role in your learning by preparing for class, volunteering, and interacting with your classmates. Your instructor will most always speak in French to you, and you are expected to do the same, both with your instructor and with your classmates. It might seem difficult, but you cannot be afraid of making mistakes because it is through mistakes that you will learn. Finally, come to class with an open mind, respect for your classmates and your instructor, and a willingness to try.

II. COURSE OBJECTIVES AND OUTCOMES

HUB Units and ACTL proficiency in brief

Course	Hub Units (one unit for each Hub area)	ACTFL level of proficiency*	Défi Francophone
LF 111	Individual in Community (ICC)	Novice Mid	Units 0 to 4
LF 112	Individual in Community (ICC)	Novice High	Units 5 to 8
LF 113	Individual in Community (ICC)	Novice High	Units 0 to 8
LF 211	Individual in Community (ICC)	Intermediate Low/Mid	Units 9 to 12
LF 212	Individual in Community (ICC) Global Citizenship and Intercultural Literacy (GCI)	Intermediate Mid	Units 12 to 16

HUB Units (ICC & GCI)

Based on their experience of daily life and interactions, of French culture, society and current events, students will craft formal written compositions and oral presentations, and participate in respectful discussions about the pleasure and challenges of being exposed cultural differences: how to recognize and describe them, how to acknowledge one's immediate reaction and move past it, how to adjust to the unfamiliar Parisian/French environment, how to identify cultural biases underlying perceptions, values, beliefs and behaviors.

General French Program Objectives (LF111-LF212) * All quoted text from ACTFL's 2012 proficiency guidelines.

Upon completing four semesters of French, students at Boston University will have reached the Intermediate Mid-level proficiency in four skills: speaking, listening, writing, and reading as defined by ACTFL, the American Council on the Teaching of Foreign Languages.* They will be able to hold simple conversations and "handle a variety of uncomplicated communicative tasks in straightforward social situations;" understand "simple sentence-length speech in a variety of basic personal and social contexts;" write "short simple communications, compositions, and requests for information regarding personal preferences, daily routines, common events, and other personal topics," and, with the aid of a dictionary, narrate in at least two time frames and read short, uncomplicated literary and informational texts.

Additionally, they will be able to demonstrate a sound general understanding of geography and history both in France and in selected French-speaking countries and regions. They will become familiar with a variety of topics regarding daily life and culture, including education, professions, family and social structures, celebrations and holidays, leisure activities, and urban life. They will also be introduced to issues affecting contemporary society in and outside of France through exposure to art, literature and the French press.

We will target ACTL'S World-Readiness standards with a focus on Communication, Cultures, Connections, Comparisons, and Communities to better understand how French language skills learned in the classroom allow students to relate to their everyday life in Paris and to the French professional world.

The course addresses the four communicative skills (oral, listening, reading, writing). In order to develop and strengthen their communicative skills, students will work with a broad range of interactive materials, including articles, films, videos and songs. Student progress will be assessed throughout the semester by tests designed to measure the acquisition of both oral and written skills (e.g. oral interviews, presentations, essays, etc.).

We will work towards these 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

By the end of these courses, students will be able to:

LF 111-112-113	LF 211-212
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ understand the main points of clear standard speech on familiar matters (work, school, leisure) and the main point of many radio and TV programs. ▪ communicate tasks requiring a direct exchange of information on familiar and routine matters, enter into conversation on topics that are familiar or pertinent for everyday life ▪ describe aspects of their background, immediate environment and matters in areas of immediate need and describe events, feelings and wishes. ▪ understand and explain cultural differences and behaviors and adapt to them.

III. ASSESSMENT AND GRADING

Quizzes & Final exam: 30%

At the beginning of every other 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, he/she receives an automatic grade of zero.

Written production: 30%

There will be a diversity of written assignments:

- **Question of the week 10%:** once a week, students will have to answer the *Question of the week* in a paragraph long text. The question will be related to the students' study abroad experience. This regular work will be consigned in an online class diary. Two principal objectives for students 1) to see and evaluate their progress in their writing skills 2) to measure their progress in their understanding of cultural differences and their adaptation to their French environment.
- **Creative writing workshop 20%:** every other week, we will organize a 30 minutes creative writing workshop. The workshop will always be the logical follow up of in-class activities. Students will go through progressive steps (choice of subject, lexical mind mapping around the subject, choice 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 and graded.

Oral production: 30%

- **Question of the day 10 %:** every other class, two students will present their response to the *Question of the day* and will discuss their answer with the class. Students will be evaluated on all aspects of their speaking skills during their presentation and interaction with the group.
- **Performance of creative writing 20%:** Every other week, 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: 10%

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.

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

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.

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

***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 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 =F).

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/>

IV. ADDITIONAL BIBLIOGRAPHY

To facilitate your study of the French language, we also encourage you to consult and make adequate use of the following online resources:

- Online dictionaries: <http://www.wordreference.com> ; <https://www.linguee.com>
- Online verb conjugator: <http://www.bescherelle.com>
- Basics of French grammar: <http://www.laits.utexas.edu/tex/gr/overview.html>
- French grammar exercises: <https://www.brown.edu/academics/french-studies/resources/elfe-french-exercises>
- French grammar and spelling checker: <http://bonpatron.com>
- Current news in slow French: <http://www.newsinslowfrench.com>
- Daily language activities/exercises based on current events: http://www1.rfi.fr/lffr/statiques/accueil_apprendre.asp
- Text-to-speech (for pronunciation): <http://www.ttsdemo.com>
- Everything French with a native speaker: <https://www.youtube.com/user/CommeUneFrancaiseTV/videos>

Online French-English Dictionaries:

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

<http://www.linguee.fr>

French dictionaries

Le Petit Robert de la langue française

Le dictionnaire visuel, La Martinière références

Online grammar exercises:

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

Online conjugation exercises:

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

<http://www.bescherelle.com>

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>