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

Prerequisite: CAS LF 212, college 4th semester French, or placement test equivalence
Credits: 4
Instructor: Hanadi Sobh (hsobh@bu.edu)

Schedule: 15 two-and-a-half-hour sessions over 7.5 weeks
+ Individual exploration of a Parisian neighborhood
+ 1 cinema outing to see a current French film in a Parisian movie theater
+ final exams

Course material
Course text: FARHI, Emmanuelle. Outils pour le français (2017), 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 also arm themselves with a good dictionary, making use of the non-abridged dictionaries available at the BU Center.
Press: L’Express (weekly news magazine), Pariscope (parisian weekly about culture) (excerpts available on Blackboard)
Medias: video clips, songs, advertising, photographs, films

I. COURSE PRESENTATION

All Paris Internship Program French language courses 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 (medias),
▪ 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,
II. COURSE OBJECTIVES, APPROACH, AND OUTCOMES

The main objective of this course is to optimize students’ oral and written 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.

Writing to develop oral expression
The written component will allow students to review, in a synthetic manner, specific grammar notions and to integrate them in daily written assignments (exercises, quizzes) as well as in personal compositions related to specific grammar themes (with double correction). This written work will serve as a foundation to approach oral expression with more confidence and precision.

Speaking to develop culture knowledge
The oral component will focus on exercises and useful phrases for daily communication in France, as well as on subjects related to current French society (press, cinema, music). Active participation in class will therefore be central to the course and will be approached in formal as well as informal ways, through spontaneous interventions, prepared presentations, group activities and pronunciation exercises. The individual participation of each student will make this course a laboratory where mistakes and therefore progress can be made.

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 gained more fluidity in their oral communication.

▪ Improve oral comprehension skills: by the end of this course, students will be able to understand conventional narrative and descriptive texts about past, present, and future events. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

▪ 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 and speaking.

▪ 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 languages result in differences in mentalities and intellectual approaches.

▪ Adapt to various contexts in writing and speaking: by the end of this course, students will be able to adjust their writing 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.
● **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.

### III. ASSESSMENT AND GRADING

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

This grade takes into account the quality of a student’s presence in class, energy, relevance of comments in class, effort and progress on oral proficiency, and attendance and punctuality. A midterm evaluation of this grade will be given to students during the midterm exam.

**3 Quizzes** *(Quiz 1 = 7.5%  Quiz 2 = 7.5%  Quiz 3+ oral exam = 10%): 25%*

These quizzes will evaluate grammar, vocabulary, cultural and professional notions studied in class through exercises and writing of short paragraphs.

**3 Compositions: 25%**

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. Compositions will be 1.5-2 pages each and will encourage students to take part in their cultural and professional environment (professional presentation, critique of a movie, song about your Paris experience).

**3 Oral presentations: 30%**

Two graded oral exercises will allow the students to put their language skills to use in structured presentations and debates.

**Article presentation:** working in teams, students choose an article from the weekly news magazine *L’Express* (available online at [www.lexpress.fr](http://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.

**Presentation on a Parisian neighborhood** (10 minutes, 10%): in groups of two or three, students will visit a Parisian neighborhood that they will present to the class through a Powerpoint presentation including original photos and comments on their impressions, observations, recommendations about special places/shops/restaurants as well as cultural and historical elements. The goal is to engage other students to visit this area, as well as to craft an organized and appealing presentation, supported by relevant visual material.

**Individual presentation related to students’ personal passion (“Chrono-passion”):** each student will prepare a short presentation researching the necessary vocabulary and then speaking about what really motivates them.

### Grading conversion (out of 100)

<table>
<thead>
<tr>
<th>FINAL GRADE FOR THE COURSE</th>
<th>GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>93-100 : A</td>
<td>A+ = 97  B+ = 88  C+ = 78  D+ / C- = 69,5</td>
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<tr>
<td>90-92,5 : A-</td>
<td>A/A+ = 96  B/B+ = 86,5  C/C+ = 76,5  D/D+ = 66,5</td>
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<tr>
<td>87-89,5 : B+</td>
<td>A = 95  B = 85  C = 75  D = 65</td>
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<tr>
<td>83-86,5 : B</td>
<td>A/A- = 92,5  B/B- = 82,5  C/C- = 72,5  D/D- = 62,5</td>
</tr>
<tr>
<td>80-82,5 : B-</td>
<td>A- = 91  B- = 81  C- = 71  D- = 61</td>
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<tr>
<td></td>
<td>A-/B+ = 89,5  B-/C+ = 79,5  C-/D+ = 69,5  F = 55</td>
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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.

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<tr>
<th>1 absence (courses* or internship**)</th>
<th>= -1 point on your final grade</th>
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<tbody>
<tr>
<td>More than 3 unexcused absences</td>
<td>= F for the course</td>
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<tr>
<td>Unsubmitted written work</td>
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<tr>
<td>Absence for a presentation or exam</td>
<td>= F (0 points) for the assignment in question</td>
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<tr>
<td>Plagiarism</td>
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*Courses: class sessions, exposé preparation, in-class presentation

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

EXCUSED ABSENCEES =
- 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. CALENDAR

The following schedule is tentative and may be changed as a function of students’ needs and interests. Each session requires preparatory homework: grammar exercises, readings or video viewing.

1. Immersion into daily life: professional communication

Session 1
- Course presentation
- Conjugations: basic rules
- Phonetics: overall concepts and principles

Session 2
- Present and future tenses (review)
- Expressions: coming and going (*Outils* p.172)
- Phonetics: <l> and <r>

Session 3
- Hand in Composition 1: professional presentation
- Sentence structure and personal pronouns
- Oral activity: learn to know each other *apprendre à se connaître*

Session 4
- Sentence structure and negative/question forms
- Phonetics: <t>/<d> and <i>/<é>/<è>
- Composition 1: in-class correction

2. Immersion into daily life: social experience

Session 5
- Quiz 1
- Hand in Revised Composition 1
- Past tenses
- Expressions: asking, refusing, excusing, thanking (*Outils* p. 173)
- Listening: asking for information

Session 6
- Presentation of a Paris neighborhood (*PowerPoint*)
- Past tenses (continued)
- Phonetics/Listening: *the sentence music and rhythm* (*Outils* p.198)

Session 7
- The conditional tense: theoretical approach
- Oral activity: using the conditional in daily life
- Linguistic activity about a song

Session 8
- Article presentation (group 1)
- Cultural activity: *Chrono passion* (*PowerPoint*)
- Articles/prepositions (review)
- Phonetics: <e>/<eu> and <o>/<ô>/<ou>
Session 9
- **Hand in Composition N°2**: write a song in relation to your neighborhood visit
- Articles/prepositions (continued)

3. *Immersion into daily life: cultural discovery*

Session 10
- Quiz n°2
- The subjunctive tense
- Phonetics/Listening: disappearing sounds and familiar language
- Composition2: in-class correction

Session 11
- **Article presentation (group 2)**
- Hand in Revised Composition 1
- The subjunctive tense (continued)
- Expressions: speaking on the phone (*Outils* p. 178-181)

Session 12
- Relative pronouns
- Cultural activity: introduction of a movie

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<tr>
<th>Evening: Cinema outing</th>
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Session 13
- **Article presentation (group 3)**
- Relative pronouns (continued)
- Cultural activity around photography
- Phonetics: liaisons and enchaînements

Session 14
- Oral Activity: TV news in French
- Office vocabulary (*Outils* p.189)

Session 15
- **Hand in Composition 3**: a critique about a movie
- Review for final exam

| FINAL EXAM |
VI. BIBLIOGRAPHIE

FARHI, Emmanuelle, « Outils pour le français » (septembre 2017) 
*L’Express*, hebdomadaire

**French Dictionaries**
- Le petit Larousse illustré
- Le petit Robert de la langue française

**Grammar, spelling, style**
- Bescherelle de Poche - Hatier
- La Grammaire française - Collection Repères pratiques - Nathan
- L’Orthographe - Collection Repères pratiques - Nathan

**Grammar exercises**
- Anne Akyuz, Exercices de grammaire en contexte - Niveau intermédiaire (Hachette - 2005)
- Grammaire - 350 Exercices, Niveau moyen - Collection Exerçons-nous (Hachette)
- Grammaire - 450 Nouveaux exercices - Collection Entraînez-vous - Clé International

**Oral communication**
- Adrien Payet, Activités théâtrales en classe de langue (CLE International - 2012)
- Silva Haydee, Le jeu en classe de langue (CLE International - 2011)
- Anne Akyuz, Exercices d’oral en contexte - Niveau intermédiaire (Hachette - 2005)

**Culture and civilization**
- Odile Grand-Clément, Savoir-vivre avec les Français - Collection Outils, Hachette
- Gérard Mermet, Pour comprendre les Français, Larousse Francoscopie, 2005
- Raymonde Carroll, Evidences invisibles, Seuil
- Gab & Colson, Les Parisiens, Jungle, 2006
- Olivier Magny, Dessine-moi un Parisien, 10-18, 2010
- Marc Robine, Fred Hidalgo, Il était une fois la chanson française : Des trouvères à nos jours, Poche, 2006

**Phonetics**
- Lucile Charliac, Annie-Claude Motron, Phonétique progressive du français-2ème édition (CLE International- 2014)
- Dominique Abry, Julie Vedelman-Abry, La phonétique, audition, prononciation, correction (CLE International - 2012)
- Pierre Léon, Alain Thomas, Phonétique de FLE : Prononciation : de la lettre au son (Armand Colin - 2009)

**On-line Resources**

www.bonjourdefrance.com
www.francaisfacile.com
www.podcastfrancaisfacile.com
www.lepointdufle.com

**Humor :**
Sebastian Marx ([www.youtube.com](http://www.youtube.com))
Olivier Giraud ([www.youtube.com](http://www.youtube.com))

**Songs:** [www.deezer.fr](http://www.deezer.fr)  [www.tv5monde.com](http://www.tv5monde.com)

**Cinéma :** [www.allocine.fr](http://www.allocine.fr)  [www.lefilmfrancais.com](http://www.lefilmfrancais.com)  [www.lescahiersducinema.com](http://www.lescahiersducinema.com)

**Television :** TV5Monde.fr  MyTF1.fr  France2/3/5  Replay et Direct  Arte.tv  M6Play.fr