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

Professor: Emmanuelle Farhi (efarhi@bu.edu)
Office hours: By appointment

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

Course material
Course text: FARHI, Emmanuelle. *Outils pour le français* (2017), to be purchased at our partner printer’s shop
This textbook, combining theoretical explanations and exercises, 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-bridged 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

Assessment for the course:
- Participation, effort, and progress (20%)
- Three tests (Test 1&2 = 7.5% each - Test 3 + oral exam = 10%) (25%)
- Three Compositions (Draft 1 = 75% - Draft 2 = 25%) (25%)
- Group presentation on a Parisian neighborhood (10%)
- Group presentation on a press article (10%)
- Personal presentation “Chrono Passion” (10%)

Homework includes extensive preparation for all sessions (approximately 5 hours a week): preparatory readings, vocabulary research and memorization, self-corrected grammar exercises, grammar memorization and preparation for quizzes/exams, writing of three 2-page compositions, preparation of daily situation dialogues, individual visits and interviewing Parisians, research and preparation (including PowerPoint presentations about press articles, research and handout to fill out for film and song analysis).

In-class sessions are based on interactive activities: group discussions (on French society and way of life, on films and other cultural works, on intercultural aspects), one-to-one activities, pronunciation exercises, presentations followed by group debates, dialogue performing (professional interviews, daily life situations). They are supplemented with cinema outings and visit of a Parisian neighborhood.

This course, including assignments and additional visits, is conducted entirely in French.
I. COURSE DESCRIPTION

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 acquisition is 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.

SPECIFIC APPROACH

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 as a gate to Speaking
The written component will allow students to review, in a synthethical manner, important grammar themes and to integrate them into daily practice as well as composition work focused on specific grammar aspects and including double correction. This written work will serve as support to approach oral expression with more confidence and precision.

Speaking as a gate to Culture
The oral component will focus on daily communication in France as well as on today’s French society and culture (press, cinema, music, etc.). Oral participation in class is critical to embrace French culture and will be handled both formally and informally, through various activities: spontaneous interventions, prepared and organized presentations, class debates, prepared dialogues, pronunciation exercises, game activities. Active participation from all students is vital to make this class a laboratory where one can try, err and thus progress.
II. HUB AREAS AND LEARNING OUTCOMES

HUB AREA: ORAL AND/OR SIGNED COMMUNICATION

1. Students will be able to craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.

Students will craft two formal oral presentations (in groups), one about a neighborhood visit and one about a press article, requiring them to build well-structured arguments, to express their ideas properly (with notes, but without reading) and to illustrate them through appealing and relevant visual elements, with the goal to engage their audience; they also will deliver one brief individual presentation to be prepared beforehand but performed without notes, aiming to develop their ability to speak spontaneously in public.

2. Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.

Oral participation in class is a priority, and is structured in varied ways: spontaneous discussions, prepared presentations, interview simulations, and language games. Speaking in class is strongly encouraged and facilitated by guided phonetics exercises. In such an interactive environment, students learn to pay attention to the others, to make mistakes and not to judge others, to help others when they struggle with language, to take their audience into consideration when performing a presentation.

3. Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.

This course insists on how to communicate differently in different contexts - with peers, at work, in class (during discussions or formal presentations), with host families, in daily situations with strangers - using the proper language and behavior - through different activities, notably mock professional interviews, mock daily dialogues, theatrical activities, formal presentations, class or small group discussions.

HUB AREA: GLOBAL CITIZENSHIP AND INTERCULTURAL LITERACY – OUTCOME 2

Students will demonstrate detailed understanding of at least two cultural contexts through foreign language or culture study at BU, participation in a language or culture living-learning community at BU, or study abroad. This will involve reflection on the challenges and pleasures students discover in orienting themselves in new and unfamiliar cultures.

Living, studying and working in France is at the heart of our program. In this course, discussions about challenges and pleasures, questions about how to react or behave in this unfamiliar environment happen during every session, as this course also serves as guidance for students' better adjustment to French society. This involves daily life interactions, current culture and professional environment. Activities in this course therefore not only focus on language itself but also on cultural differences, comparing French culture to the US culture (or other cultures with which the students are familiar), as well as on implicit codes, references, behaviors. These reflections about cultural differences will be incorporated not only in class discussions, but also as part of the oral presentations (2 & 3) and compositions (2 & 3) about cultural or societal subjects (neighborhoods, songs, movies, press articles).
SPECIFIC OUTCOMES

▪ **Oral communication skills:**
  by the end of this course, students will be able to participate in conversations about daily life situations and experience, 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.

▪ **Oral comprehension skills:**
  by the end of this course, students will be able to demonstrate greater fluidity in speech (popular language and slang, dialogues in context, familiarization with “French as it is spoken”). They will also 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.

▪ **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.

▪ **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.

▪ **Adaptation to various contexts:**
  by the end of this course, students will be able to adjust their oral and written communication skills to different situations; they will make the difference between written and oral correctness; they will also be able to identify the difference between familiar, informal, professional and academic communication and adapt their communication accordingly.

▪ **Enrichment of 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.

▪ **Deeper understanding of French culture and work environment:**
  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

Exams (3): 25%
Exams aim to assess your progress in terms of grammar, vocabulary, cultural and professional aspects and will cover all material covered in class during preceding weeks. They will consist of “fill-in-the blank” exercises as well as short essay questions. The last exam will include an individual oral component. Exam format and content will be discussed in advance.

Compositions (3): 25%
These compositions are an opportunity to work on the quality of written French (grammar, spelling, structure, style). The objective is to have students self-correct increasingly as the weeks go on as well as to improve their written language level, while actively getting familiar with their cultural and professional environment. 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 2 pages each and will treat various themes: personal presentation (cover letter), song on Parisian experience, film critique. The last two compositions should include an element of comparison between French and American (or other) cultures.

Oral Presentations (3): 30%
Three graded oral exercises will allow the students to put their language skills to use in structured presentations and debates.

- **Individual short presentation:** based on a PowerPoint presentation and research of specific and relevant vocabulary, students will share their passions with other students. The goal is to get students to know each other better and to learn how to “be themselves” in French.

- **Neighborhood presentation:** 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 - to be compared with students’ familiar environments (in the US or other countries). The goal is to entice other students to visit this area.

- **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 about the subject of the article. The objectives of this project are to allow students to engage with a subject that they find personally interesting, to enhance specific grammar and vocabulary skills, to expose students to current events and affairs in France and Paris as well as to learn how to interest an audience on a topic and inspire participation in a debate including differences of perceptions in France and the US (or countries students are familiar with).

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.

### Grading conversion (out of 100)

<table>
<thead>
<tr>
<th>FINAL GRADE FOR THE COURSE</th>
<th>GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100 : A</td>
<td>77-79,5 : C+</td>
</tr>
<tr>
<td>90-92,5 : A-</td>
<td>73-76,5 : C</td>
</tr>
<tr>
<td>87-89,5 : B+</td>
<td>70-72,5 : C-</td>
</tr>
<tr>
<td>83-86,5 : B</td>
<td>69-60 : D</td>
</tr>
<tr>
<td>80-82,5 : B-</td>
<td>59,5-0 : F</td>
</tr>
<tr>
<td></td>
<td>B+/A- = 89,5</td>
</tr>
<tr>
<td></td>
<td>C+/B- = 79,5</td>
</tr>
<tr>
<td></td>
<td>D+/C- = 69,5</td>
</tr>
<tr>
<td>A+ = 97</td>
<td>B+ = 88</td>
</tr>
<tr>
<td>A/A+ = 96</td>
<td>B/B+ = 86,5</td>
</tr>
<tr>
<td>A = 95</td>
<td>B = 85</td>
</tr>
<tr>
<td>A/A- = 92,5</td>
<td>B/-B- = 82,5</td>
</tr>
<tr>
<td>A- = 91</td>
<td>B- = 81</td>
</tr>
<tr>
<td>A/B+ = 89,5</td>
<td>B-/C- = 79,5</td>
</tr>
<tr>
<td></td>
<td>C/-D+ = 69,5</td>
</tr>
<tr>
<td></td>
<td>F = 55</td>
</tr>
</tbody>
</table>
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.

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

*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. 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.

Session 1:
- Presentation and introduction
- Grammar: basic rules of conjugations
- Phonetics: overall concepts and principles

Session 2:
- Grammar: review of present and future tenses
- Phonetics: <l> and <r>
- Oral communication: saying hello and goodbye (Outils p. 172)
- Culture: daily interactions in France

Session 3:
- Grammar: sentence structure - personal pronouns
- Oral communication: getting to know each other
- Hand in Composition 1 (Subject: professional presentation / Grammar focus: conjugations)

Weekend: Discovery of a Parisian neighborhood

Session 4:
- Grammar: sentence structure – negation and question forms
- Oral communication: professional interview
- Culture: work interactions in France
- Phonetics: <t>/<d> and <i>/<é>/<è>
- Composition 1: in-class correction

Session 5:
- Test 1
- Grammar: past tenses
- Oral Communication: asking for information
- Hand in Composition 1 (2nd draft)

Session 6:
- Grammar: past tenses (continued)
- Phonetics: “La musique de la phrase” (Outils p. 198)
- Oral Communication: asking, refusing, excusing, thanking (Outils p. 173)
- Culture: experiencing Paris
- Presentation of neighborhood visits

Session 7:
- Grammar: conditional tense
- Oral communication: using conditional tense in daily life (politeness, aspirations, rumors, etc.)
- Culture: study of a song (comprehension and debate)
Session 8:
- Grammar: articles, prepositions and logical connectors
- Culture: discussing the French way – confrontation vs agreement
- Article presentation # 1 and debate
- Phonetics: <e>/<eu> and <o>/<ô>/<ou>

Session 9:
- Grammar: articles, prepositions and logical connectors (continued)
- “Chrono-passion” presentations
- Hand in Composition 2 (Subject: a song about Paris / Grammar focus: use of all tenses)

Session 10:
- Test 2
- Grammar: subjunctive tense
- Oral communication: expressing desires, likes and dislikes
- Culture: French high context communication
- Phonetics: disappearing sounds and familiar language
- Composition 2: in-class correction

Session 11:
- Grammar: subjunctive tense (continued)
- Culture: introduction to the film (TBD)
- Oral communication: speaking on the phone (Outils p. 178-181)
- Article presentation # 2 and debate
- Hand in Composition 2 (2nd draft)

Session 12:
- Cinema outing and group discussion in a café

Session 13:
- Grammar: relative pronouns
- Cultural activity: around photography
- Phonetics: liaisons and enchaînements
- Music: comprehension and debate
- Article presentation # 3 and debate

Session 14:
- Grammar: relative pronouns (continued)
- Culture: TV news in French
- Office vocabulary (Outils p. 189)
- Article presentation # 4

Session 15:
- Review for final exam
- Hand in Composition 3 (Subject: film critique / Grammar focus: expressing opinion)

TEST 3 (FINAL EXAM)
V. ADDITIONAL BIBLIOGRAPHY

**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 Exercions-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)

**Online Ressources**
- Educative ressources : [www.bonjourdefrance.com](http://www.bonjourdefrance.com)  
  [www.francaisfacile.com](http://www.francaisfacile.com)  
  [www.podcastfrancaisfacile.com](http://www.podcastfrancaisfacile.com)  
  [www.lepointdufle.com](http://www.lepointdufle.com)
- Humor :  
  Sebastian Marx ([www.youtube.com](http://www.youtube.com))  
  Olivier Giraud ([www.youtube.com](http://www.youtube.com))
- Music : [www.deezer.fr](http://www.deezer.fr)  
  [www.tv5monde.com](http://www.tv5monde.com)
- Cinema : [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