CAS LF 301 Living French in Paris: Accent on Speaking

**Prerequisite:** CAS LF 212, college 4th semester French, or placement test equivalence

**Credits:** 4

**Hub units:**  Oral and/or Signed Communication  
Global Citizenship and Intercultural Literacy  
Teamwork/Collaboration

**Schedule:**  15 two-and-a-half-hour sessions over 7.5 weeks  
+ 1 language workshop or visit  
+ Individual exploration of a Parisian neighborhood  
+ 1 cinema outing to see a current French film in a Parisian movie theater  
+ individual final exam

**Course material**  
**Course text:** FARHI, Emmanuelle. *Outils pour le français* (2014), 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

**Assessment for the course:**
1. Participation, effort, and progress (20%)
2. Expression (10%)
3. Pronunciation (10%)
4. Two oral exams (25%)
5. Group presentation on a Paris neighborhood (10%)
6. Group presentation on a press article (10%)
7. Group presentation on a societal debate (10%)
8. Short personal presentation (5%)

**Homework** includes extensive preparation for all sessions (approximately 5 hours a week): readings, vocabulary research and memorization, poem memorizations, preparation of daily situation dialogues, individual visits and interviewing Parisians, research and preparation (including Powerpoint presentations about press articles and societal debates, research and handout to fill out for film and song analysis.

In-class sessions are based on interactive activities: group discussions on films, songs and intercultural aspects, one-to-one activities, pronunciations exercises, presentations followed by group debates, dialogue performing (professional interviews, daily life situations). They are supplemented with cinema outings, visit of a Paris neighborhood and an expression workshop based on theatrical techniques.

This course, including assignments and additional visits, is conducted entirely in French.
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, reading - range from Intermediate Mid to Advanced Low proficiency according to the ACTFL Proficiency Guidelines.

The main objective of this course is to optimize students' oral 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.

Approach
The approach will be rooted in a consolidation of oral expression and comprehension, both formally and informally, through various activities:

- Phonetics: familiarization with the sounds and phrasing of French
- Listening: study of song lyrics and theatrical dialogues in context
- Expressions: acquisition of both professional and informal vocabulary
- Debates: discovery of and discussion about French culture through the performing arts
- Presentations: two structured oral exercises to put skills into practice
- Guided visits of Paris and cultural workshops

Objectives

Culture
This course aims not only to have students speak French, but also to live French in the context of contemporary French society. Therefore current events and political, cultural, social, and professional French life will be our basis for communication, exploration, and enrichment. We will analyze songs, go to the cinema, listen to the radio, study press articles, and debate social issues so that students may better understand, and integrate themselves into, their French environment.

Expression
During this course, oral expression will be improved into order to:

- Acquire new vocabulary and apply it in context: familiar, professional, and cultural language
- Improve and vary students’ style while speaking: know how to communicate in everyday professional settings, learn how to argue and debate, and speak publicly in an academic setting
- Facilitate aural comprehension of French and give more fluidity to students’ speech: popular language and slang, dialogues in context, familiarization with “French as it is spoken”
Phonetics
Since language is a vehicle for communication, it is essential to both understand and make oneself understood. Throughout the semester, this course will emphasize:
- Pronunciation and articulation of different sounds and phrasings in French
- Intonation of French phrasing
- Accentuation of syllables
- Rhythm and musicality of French phrasing

Participation
The primary objective of this course is to give students the tools necessary to understand and to make themselves understood; but also to speak, converse, and exchange in the French language. This objective will only be reached if there is a true exchange among all of the participants (students and instructor) and an active participation of the class. Students must take risks and most of all have confidence in themselves and their abilities.

It is important to find a balance between spontaneity and thoughtfulness. The primary motive should be the desire to share oneself and one’s thoughts with others (otherwise learning another language has no point!). But the class is also a laboratory where one can self-correct and perfect their skills. Students should never be afraid of judgment or criticism!

II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Oral and/or Signed Communication
1. This course involves four different formal presentations which are all prepared through a methodological handout as well as mock presentations during the first sessions aiming to guide students: a neighborhood presentation based on a visit and a Powerpoint, a social debate which involves presenting opposite opinions then leading a class discussion, a presentation on a press article, and an individual short presentation without notes.
2. This course being mostly interactive, it involves numerous group discussions about cultural aspects, but also about controversial subjects. The professor always makes sure that thoughtful and considerate participation and listening are respected.
3. 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.

Explicit oral presentation criteria include components such as speaking in a clear and articulate manner, not reading, looking at one’s audience, proper use of Powerpoint presentation, dynamism. The participation grade includes aspects such as dynamism, relevance, attention to others

Hub area: Global Citizenship and Intercultural Literacy
1. Language being only a means of communication, at the heart of this course is the goal to help students get immersed in 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 and implicit codes, references, behaviors.
2. 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.
Hub area: Teamwork/Collaboration

1. During this course, students are required to engage in three collaborative oral presentations requiring them to work together: visit of a Parisian neighborhood, societal issue presentation and article presentation. These presentations are prepared during the first sessions, insisting not only on the content of these presentations but on how students should work together. Teamwork outcomes will be assessed through group presentations, for which one of the explicit criteria is collective organization and engagement.

2. Each collective presentation is very specifically structured and requires students: first to work collectively on the choice of the subject (societal issue or article), then to assign roles, share tasks and complete those tasks, finally to group individual contributions in order to formalize the presentation and find the proper coherence and balance between speakers.

Specific Outcomes

- **Improve 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.

- **Improve both pronunciation and intonation**: by the end of this course, students will be able to identify rhythm and musicality of French phrasing and to apply it in their oral expression. They will also be able to identify and distinguish the pronunciation and articulation of different sounds and phrasings in French.

- **Improve 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.

- **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 identify the difference between familiar, informal, professional and academic communication and adapt their communication accordingly.

- **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 demonstrate a developed understanding of the professional environment in order to adapt more closely to the reality. Students will have the ability to deal with native speaker about professional issues in France, with linguistic ease, confidence, and competence. As future interns, they will be able to handle successfully tasks and social situations requiring an exchange of information related to their work and areas of competence.

- **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.

- **Elaborate style**: by the end of this course, students will be aware of and able to resort to different devices allowing them to improve their oral style, such as using logical connectors, avoiding repetitions by diversifying synonyms and limiting the use of basic verbs, building complex sentences in the limits of elegance.
III. ASSESSMENT AND GRADING

Exams (2): 25%
Midterm and final exams will cover concepts and activities from class. Each is an oral exam conducted individually with the professor and lasting about 12 minutes per student. Their format and content will be discussed in advance. If a student is absent from an exam, he/she receives an automatic grade of zero.

Oral Presentations (4): 35%
Four graded oral exercises will allow the students to put their language skills to use in structured presentations and debates.

- **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. The goal is to engage other students to visit this area.

- **Social debates:** in groups of two, students will choose a current social issue and present it to the class. The presentation will be informed by a survey of French people conducted in the streets of Paris. The presenters will then lead a debate in class. The objective of this project is to help students learn to give an opinion and justify it in French, as well as to learn how to interest an audience on a topic and inspire participation in a debate.

- **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.

- **Individual short presentation:** based on a Powerpoint presentation and research of specific and relevant vocabulary, students will share their passions with other students.

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.

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

Phonetics: 10%
This grade takes into account students’ efforts in pronunciation and articulation, clarity of discourse, and progress made throughout the course in these domains.

<table>
<thead>
<tr>
<th>Grading conversion (out of 100)</th>
<th>GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>FINAL GRADE FOR THE COURSE</td>
<td>B+/A- = 89,5, C+/B- = 79,5, D+/C- = 69,5</td>
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<tr>
<td>93-100 : A</td>
<td>A+ = 97, B+ = 88, C+ = 78, D+ = 68</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>
</tr>
<tr>
<td>83-86,5 : B</td>
<td>A/A- = 93,5, 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>
</tr>
<tr>
<td>80-82,5 : B-</td>
<td>A-/B+ = 89,5, B-/C+ = 79,5, C-/D+ = 69,5, F = 55</td>
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*Paris Internship Program*
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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<thead>
<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>
<td>F (0 points) for the assignment in question</td>
</tr>
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*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. INDICATIVE 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
- Phonetics: overall concepts and principles
- Explanation of personal dictionary
- Phonetics: <l> and <r>

Session 2:
- Preparation for internship interviews – Introduction
- Mock interviews in groups
- Expressions: coming and going (Outils p. 172)

Session 3:
- Expression workshop

[Weekend: Discovery of a Parisian neighborhood]

Session 4:
- Mock article presentation with professor – content & how to work in a group
- Mock interviews in groups (continued)
- Phonetics: <t>/<d> and <i>/<é>/<è>

Session 5:
- Personal dictionary
- Mock social issue debate with professor – content & how to work in a group
- Presentation of neighborhood visits

Session 6:
- Phonetics: <i>/<u> and <ill>/<ui>/<oi>
- Article presentation # 1
- Cultural activity: individual presentations about passions

Session 7:
- Personal dictionary
- Phonetics: accented syllables (Outils p. 198)
- Music: comprehension and debate
- Social debate # 1

Session 8:
- Review for midterm exam
- Phonetics: <e>/<eu> and <o>/<ô>/<ou>
- Expressions: asking, refusing, excusing, thanking (Outils p. 173)

Session 9:
- MIDTERM EXAM

Session 10:
- Phonetics: disappearing sounds and familiar language
- Cultural activity: around photography
- Article presentation # 2
**Session 11:**
- Personal dictionary
- Introduction to the film (TBD)
- Expressions: speaking on the phone (*Outils* p. 178-181)
- Social debate # 2

**Session 12:**
**Evening - Cinema outing + discussion**

**Session 13:**
- Debate: group discussion and reactions to the film
- Phonetics: *liaisons* and *enchaînements*
- Article presentation # 3

**Session 14:**
- Personal dictionary
- Music: comprehension and debate
- Social debates # 3 and 4

**Session 15:**
- Oral comprehension exercise: TV news in French
- Office vocabulary
- Article presentation # 4

**Session 16:**
- Review for final exam

**FINAL EXAM**

**V. ADDITIONAL BIBLIOGRAPHY**

**Oral communication**
Adrien Payet, *Activités théâtrales en classe de langue* (CLE International – 2012)
Silva Haydee, *Le jeu en classe de langue* (CLE International – 2011)
Jacques Delcos, Bernard Leclercq, *Français des relations professionnelles ; guide de conversation* (Didier – 2000)

**Phonetics**
Dominique Abry, Julie Vedelman-Abry, *La phonétique, audition, prononciation, correction* (CLE International– 2012)

**Culture and civilization**
Odile Grand-Clément, *Savoir-vivre avec les Français – Collection Outils*, Hachette
Gérard Mermet, *Pour comprendre les Français*, Larousse *Franciscopie*, 2005
Raymonde Carroll, *Evidences invisibles*, Seuil
Olivier Magny, *Dessine-moi un Parisien*, 10-18, 2010
Pierre Saka, Yann Plougastel, *La chanson française et francophone*, Larousse, 1999
Jacques Pessis, Emilie Leduc, Charles Aznavour, *Chronique de la chanson Française*, 2003
Marc Robine, Fred Hidalgo, *Il était une fois la chanson française : Des trouvères à nos jours*, Poche, 2006