



CAS LF 320 Living French in Paris: Practical Communication and Current Culture (level 2)

Credits: 4

Prerequisite: LF 300 (college 5th semester French) and above, or placement test equivalence

Professor: Elisabeth Montfort-Siewert (siewert@bu.edu)

Office hours: By appointment after class

Schedule: 15 two-and-a-half-hour sessions over 7.5 weeks
+ Methodology seminar (during orientation week)
+ Additional outings or workshops (for example: cooking class, Paris Story & Perfume museum, theater play, meeting with the author of a book about Paris)
+ Individual exploration of a Parisian neighborhood
+ Final exam

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, style, oral communication and 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: 20 minutes, Métro, Direct Matin

Assessment for the course:

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|---------------------------------------|-------|
| - Participation and preparedness | (10%) |
| - Two exams (midterm & final) | (30%) |
| - Three written assignments | (25%) |
| - Two formal oral presentations | (20%) |
| - Three two-minute oral presentations | (10%) |

Out-of-class workload:

- Grammar exercises for each session and independent review of grammatical basic notions
- Writing of three 500-word compositions
- Preparations of 4 oral presentations, 2 of which require independent visits, research and Powerpoint presentations
- Cultural readings (chapters from books, press articles)

In-class sessions are utterly interactive, combining group discussions, one-to-one activities, theatrical performances, students' oral presentations (individual or in groups), pronunciation exercises, short written exercises. They are supplemented by two or three cultural outings.

The course, including seminars and visits, is conducted entirely in French.

I. COURSE DESCRIPTION

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.

Specific course objectives and methodology

From Culture to Language

Students who choose the Paris Internship Program have the ambition to speak, to write, to live, and to work with, and like, French people. This course aims to help them to rise to a rare challenge, that of harmonizing the various parameters that make language and culture inseparable.

Improved language skills facilitate cultural discovery, which in turn facilitates language improvement. This course aims to be at the center of this virtuous circle which does not distinguish the written from the spoken, the practical from the theoretical, the professional from the academic, the individual from the group, or spontaneous discoveries from guided explorations. Everything will inspire reflection: grammar exercises, but also an investigation into the media and French humor; everyday expressions but also the realities of a professional environment; French manners and customs but also the discovery of interesting sites in Paris and its surrounding region; pronunciation but also an ease of speech and writing in various situations.

In this class, we will work and learn in context; the streets or the museums of Paris will become classrooms, while the classroom will remain a space for structured learning to accelerate and optimize what we learn elsewhere.

From Language to Culture

Written competencies will be improved through systematic grammar instruction (theoretical overview and structured exercises completed in class and at home) alternating with three written assignments that will be self-corrected throughout the course. These assignments will often be linked to a cultural observation and/or to readings: newspapers, humorist essays, song lyrics, literary texts, advertisements, etc.

Oral practice will focus on increased fluidity and ease of conversation, enriched vocabulary, improved pronunciation, and preparation for immersion into a professional environment. Oral participation in class is therefore a priority, and will be structured in various ways: spontaneous discussions, prepared presentations, interview simulations, and language games. Speaking in class will be strongly encouraged and facilitated by guided phonetics exercises. We will focus specifically on pronunciation and speaking difficulties faced by Anglophones.

II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Oral and/or Signed Communication

1. Students will craft two formal oral presentations (in groups) about a city or neighborhood visit 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 three brief individual presentations to be prepared beforehand but performed without notes, aiming to develop their ability to speak spontaneously in public.
2. Oral participation in class is a priority, and is structured in various 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. 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

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 and implicit codes, references, behaviors.

- Daily life interactions: for instance how people behave on the streets, in restaurants, etc. compared to the students' familiar environment, familiarization with different conceptions of politeness.
- Culture: through the writing of a "blog" composition about an interesting place/event in Paris, the exploration of a Parisian neighborhood and of a city in the Paris region, the reading and viewing of various written or visual media (press, ads, newspapers, TV, book chapters, etc.), students discover different criteria for appreciation of social, historical, ideological, cultural aspects.
- Work environment: students realize that codes for professional interviews and daily expectations/interactions differ from one country to another.

Outcomes

- **Oral communication skills:** by the end of this course, students will be able to participate in many informal and some formal conversations on topics related to school, home, leisure activities and about some topics related to employment, current events, politics, economics, and arts. They will be able to narrate and describe, explain and ask, express their opinions and reactions. They will be able to use communication strategies such as rephrasing to feel more confident and free in their personal, social and professional life. They will be able to understand TV news, humor, radio interviews, slang on the metro as well as in a movie. They will be able to interview a colleague about a specific topic, to talk on the telephone and take a message. They will be able to craft formal prepared presentations, supported by visual elements, to briefly present a given topic without notes and to actively and thoughtfully participate in collective or small group discussions.
- **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. They will master the most frequently used language syntactic structures and a range of general and specific vocabulary. They will be able to read and understand the daily press, short modern novels, French advertisements, and documents related to specific cultural or academic topics. They will be able to write 500-word structured and argumentative essays related to professional or cultural matters, emails and SMS, articles for blogs, professional letters.
- **Cultural knowledge:** by the end of this course, students will be able to list and define a number of historical, social, aesthetic, religious, geographical, and media benchmarks which will allow them to better understand and communicate with the French, and also better position themselves and thrive in French society. They will also be able to recognize habits, behaviors, interactions, perceptions, ways of thinking which, when compared with their own familiar background, can be considered as actual cultural differences.

III. ASSESSMENT AND GRADING

Exams (2): 30%

Midterm (15%) and final (15%) exams will cover concepts and activities from class, including vocabulary, grammar, and culture. The format of each exam will be given in advance, and will include both fill-in-the-blank and short answer exercises.

Compositions (3): 25%

These compositions (500 words each) 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 written language level. Their subjects cover a variety of perspectives: narrating a personal memory, presenting oneself professionally (formal cover letter), writing a cultural blog about current and interesting events/places in Paris (*Pariscoop*), involving a reflection on the pleasures students experience in discovering Paris.

Oral presentations (3): 30%

Three types of graded oral exercises aim to enrich the students' cultural and linguistic competencies as well as presentational oral skills through various subjects and themes:

- 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.
- Presentation on a visit to a site in Ile-de-France or another part of France (15 minutes, 10%): in groups of two or three, students will visit a city in the Paris region or in another region that they will present to the class through a Powerpoint presentation including original photos and comments on their impressions, observations, recommendations as well as cultural and historical elements. The goal is to discover French life/atmosphere outside of Paris and to share this experience with others, as well as to craft an organized and appealing presentation, supported by relevant visual material.
- Two 2-minute individual presentations related to personal and cultural aspects (10%): each student will prepare two short presentations requiring to research and memorize the necessary vocabulary and then speak without notes. The goal is to develop students' ability to speak in public and be able to talk about themselves in a social or professional setting. The second presentation will involve a reflection on a challenge inherent to living in Paris and how they could overcome and process it.

Participation, effort, and progress: 15%

This grade takes into account the quality of a student's presence in class (engagement and respect for others), energy, relevance of comments in class, notably during debates, effort and progress in language 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)

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/A-	= 92,5	B/B-	= 82,5	C/C-	= 72,5	D/D-	= 62,5
				A-	= 91	B-	= 81	C-	= 71	D-	= 61
				A-/B+	= 89,5	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. CALENDAR: assignments and language topics

The following schedule is tentative and may be changed as a function of students' needs and interests. Each session includes formal or informal activities about intercultural aspects of students' experience. Language aspects are explained in a theoretical manner and applied in relation with the cultural or professional topic of the day. Each session requires preparatory homework: grammar exercises, readings or video viewing (related to current events and topics).

Session 1: Grammatical fluency at the heart of cultural and social experience

- Presentation of the course
- Personal introductions
- Reflection about French language (Michael Edwards)

First Weekend: Discovery of a Parisian neighborhood

Session 2 : The pleasure of being yourself in French : your passions

- 2-minute oral presentation – how to speak about my passion
 - Grammatical focus: the nature and function of words
 - Grammar: interrogatives (overall principles)
- Preparatory homework:
- Grammar exercises (*Outils*): Interrogative form, noun genders
 - Oral presentation: prepare vocabulary sheet (useful words, phrases, conjunctions)
 - Reading : « L'art de convaincre, les secrets de l'éloquence », Eric Dupond-Moretti, Le Point, 2018

Session 3 : The French way of being a professional: presenting yourself

- Lettre de motivation - Cover letter: Composition 1 due
 - Grammar: *passé composé* and *imparfait*
 - Professional: Oral mock internship interview
 - Phonetics: rhythm of the sentence and accented syllables
- Preparatory homework:
- Grammar exercises (*Outils*) : Past tenses
 - Composition: read examples of French cover letters (*Blackboard*), use lexical guide (*Outils*)
 - Mock interview: memorize useful phrases for professional interview.
 - View on line : Gad Elmaleh et les cours d'anglais.

Session 4 : What is fascinating about Paris: authentic facets of the city

- Culture: Presentation on neighborhood visits
 - Grammar: *passé composé* and *imparfait* (*Outils*)
 - Vocabulary: current terms nuances, expressing time
- Preparatory homework:
- Grammar exercises (*Outils*) : Past tenses ; phrases and vocabulary about time and space
 - Vocabulary (*Outils*): *Les Faux amis*. (part 1)
 - Presentation: visit and research on Parisian neighborhoods + Powerpoint presentation

Session 5 : The French way of being a professional: speaking and writing as a professional.

- Grammar : In-class correction of Composition 1
 - Grammar: *pronoms relatifs*
 - Phonetics: disappearing sounds ("e caduc")
- Preparatory homework:
- Grammar exercises (*Outils*) : *pronoms relatifs*
 - Phonetics (*Outils*) : *E caduc*
 - Song : *J'suis snob*, Boris Vian

Session 6: Intercultural fluency at the heart of linguistic experience

- 2-minute oral presentation – an intercultural experience and how I processed it
- Grammar: *pronoms relatifs*
- Professional vocabulary: around the office

Preparatory homework:

- Grammar exercises (*Outils*) : relative pronouns
- Vocabulary (*Outils*): *Les Faux amis*. (part 2)
- Reading : *Naaandé, Les tribulations d'une Japonaise à Paris* (choose 3 chapters)
- Oral presentation: prepare vocabulary sheet (useful words, phrases, conjunctions)

Session 7 : The French way of being a professional: communicating precise information

- MIDTERM EXAM
- Professional: spelling names and addresses, phone numbers, messages, time, reading ads

Preparatory homework:

- Reading : Ionesco, *La Cantatrice Chauve* (« Tirade du pompier »)
- View on line : *Comment dire les numéros de tel, mails...Français avec Pierre* (Youtube).

Session 8 : What is fascinating about Paris and French culture: an American author's experience

- Récit d'un souvenir d'enfance - Tale of a Childhood Memory: Composition 2 - First version due
- Overview of first half of the semester
- Culture: Meeting with Lindsey Tramuta, former BU Paris student, author of *The New Paris*

Preparatory homework:

- Prepare self-evaluation sheet.
- Read excerpts from *the New Paris* and prepare 3 series of questions for the author

Session 9 : What is fascinating about French language (oral and written French styles)

- Grammar: *discours indirect* and *concordance des temps*
- Phonetics: *liaisons* and *enchaînements consonantiques*

Preparatory homework:

- Reading : choose an article from a Parisian free newspaper to present it in class (indirect discourse)
- View on line : "L'art d'être français" (Youtube)

Session 10 : What is fascinating about Paris and French culture: Visit PARIS STORY & FRAGONARD PERFUME MUSEUM

Preparatory homework:

- Vocabulary related to perfume

Session 11 : The pleasure of being yourself in French : your story

- Composition 2: final version due
- Grammar: *le conditionnel*
- Phonetics: nasal vowels and other pronunciation difficulties

Preparatory homework:

- Grammar exercises (*Outils*) : *le conditionnel*
- Written report on previous outing (Indirect discourse)
- Reading : « *L'appétit de vivre* », Laurence Cossé, journal La Croix

Session 12 : What is fascinating about Paris and French culture: your own experience

- Pariscoop (collective cultural blog): Composition 3 - First version due
- Grammar: *le conditionnel*
- Professional: speak on the telephone (*Outils*)

Preparatory homework:

- Reading : excerpts from *La Touche Étoile* (theater play by Gilles Dyreck)
- View on line : Lindsey Tramuta's blog
- View on line: budgetparticipatif.paris.fr (sustainable and civic project for the city of Paris)

Session 13 : The pleasure of being yourself in French : your opinions

- Grammar: *le subjonctif*
- Phonetics: *consonnes nasales*, prepared oral reading of a text (poem, theater dialog, novel excerpt)

Preparatory homework:

- Grammar exercises (*Outils*) : *le subjonctif* (conjugation)
- Vocabulary (Blackboard): adjectives & antonyms
- View on line : *Comment contacter une entreprise par téléphone*, Robert Half (Youtube)
- Prepare reading out loud : *Exercices de conversation et de diction françaises pour étudiants américains*, Ionesco

Session 14 : What is fascinating outside of Paris

- Pariscoop: Composition 3 - Final version due
- Culture: Presentation on a visit in Ile-de-France or another part of France

Preparatory homework:

- Grammar exercises (*Outils*) : *le subjonctif*
- Write a project to improve Paris (*subjonctif*)
- Reading : *Dessine-moi un Parisien*, Olivier Magny (choose 2 chapters)

Session 15 : Review

- In-class correction of the BU Paris placement test
- Review for final exam

FINAL EXAM

V. ADDITIONAL BIBLIOGRAPHY

Books

- ARDITI Metin, *Dictionnaire amoureux de l'Esprit français*, Plon, 2019
 EDWARDS Michael, *Dialogues singuliers sur la langue française*, 2016
 CLARKE, Stephen, *Français, je vous aime*, Pocket, 2008
 DESARTHE Agnès, *Comment j'ai appris à lire*, 2013
 FOURNIER Jean-Louis, *Bonheur à gogo*, Payot, 2016
 GREEN, Julien, *Paris Seuil Essais*, 1983
 IONESCO *La Cantatrice chauve*, Folio
 MAGNY Olivier, *Dessine-moi un Parisien*, coll 10-18, 2010
 MIZIO, Francis, *L'agence tous-tafs* Le livre de poche (2000)
 NAKAMURA ERIKO, *Nâââné, Les tribulations d'une Japonaise à Paris*, Pocket, 2012
 ORSENNA Erik, *Les chevaliers du subjonctif*, Stock (2004)
 QUENEAU Raymond, *Exercices de style*, Folio
 SERRES Michel, *Petite Poucette*, Ed Le Pommier, 2012

Press articles

- « L'art de convaincre, les secrets de l'éloquence », Eric Dupond-Moretti, Le Point, 2018
 « L'appétit de vivre, Laurence Cossé », La Croix, 11 mai 2016

On-line resources

- Humor : Gad Elmaleh, Connasse, Blanche Gardin, Fary, Bref...(Youtube)
 Vidéo : *L'art d'être français* (Metin Arditi, Michel Serres, Luchini, D'ormesson, Jean Dujardin...)
 Youtube : Français avec Pierre
 Website : www.françaisauthentique.com
 Songs : Boris Vian
 TV5monde