



CAS LF 302 Living French in Paris: Accent on Writing

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

Credits: 4

Hub unit: Global Citizenship and Intercultural Literacy (One Unit - Outcome 2)

Schedule: 15 two-and-a-half-hour sessions over 7.5 weeks
+ 1 extra session (visit or workshop)
+ 1 individual visit to a site in Ile-de France
+ 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 use non-abridged dictionaries (available at the BU Center).

Assessment for the course:

- | | |
|--------------------------------------|-------|
| - 3 exams | (39%) |
| - 3 compositions | (39%) |
| - Book Report | (7%) |
| - In-class quizzes | (5%) |
| - Participation, effort and progress | (10%) |

Homework includes extensive preparation for all sessions (approximately 5 hours a week): preparatory readings for compositions, book report and class discussion, research for book report, self-corrected grammar exercises, conjugation memorization and preparation for quizzes/exams, writing of three 2-page compositions and a 2-page book report, individual visit to a site outside of Paris (for Composition 2).

In-class sessions alternate between theoretical explanation of grammar notions, collective practical applications, group activities, collective discussion on Parisian and cultural experience. They are supplemented by one individual visit to a site outside of Paris. Freedom of speech, humor and asking questions – random or to-the-point - without being afraid of judgement or of making mistakes are essential to this course.

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

I. COURSE PRESENTATION

All Paris Internship Program French language courses are in essence embedded in the Program as a whole and 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 (media),
- 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.

Specific objectives for this course

Life in Paris, cultural experience and professional situations will serve as our canvas to explore and apply concepts learned in the classroom. There are two primary linguistic objectives of this course:

- **restructure** skills in order to consolidate them;
- **refine** skills to improve language level and increase its flexibility in different contexts.

Approach

The approach will be equally theoretical and practical; formal and informal; written and oral:

- **theoretical:** systematic study of overarching grammatical themes so as to understand the logic of how the French language, and therefore the French spirit, expresses itself;
- **practical:** application of studied concepts to various contexts;
- **formal:** predetermined choice of grammatical themes;
- **informal:** consideration of individual students' needs and interests;
- **written:** alternation between grammar exercises (daily homework, quizzes, exams), guided writing (compositions incorporating certain grammatical themes with an insistence on rigor and precision), and free expression (book report);
- **oral:** oral applications of grammar points in the form of exercises, discussions and other activities.

II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Global Citizenship and Intercultural Literacy (One Unit - 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.

More specifically:

- **Through daily experience, readings and class discussion**, students will be able to identify, describe and reflect on cultural differences, as well as their own reactions to them.
- **Through Composition 1** (Cover letter), they will demonstrate the ability to present themselves professionally the French way and to adapt to the difference of mentality in this area.
- **Through Composition 2** (Visit outside of Paris), they will narrate a personal experience involving cultural and historical dimensions.
- **Through Composition 3** (Opinion on a societal topic), they will demonstrate a detailed understanding of a current issue as well as the diverse French perceptions of it as compared to their own.

Language Outcomes

- **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.
- **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 communication 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.
- **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.
- **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 writing 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 (3): 39%

These three one-hour exams will cover grammar and vocabulary studied in class. Their format and relevant content will be given in advance.

Compositions (3): 39%

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. 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: a cover letter, a visit to a site in Ile-de-France, and an argument on a given topic relating to French society.

Book Report: 7%

After researching the suggested novels on the internet, students read an excerpt (roughly 30-40 pages) from a list of recent French novels and write a 3-4 page essay reacting to the text, as well as a section about linguistic aspects (new vocabulary, grammar notions). The grade will take into account grammatical correctness, expression, and level of reflection.

In-class exercises: 5%

Students will complete short quizzes and in-class exercises relating to points of grammar currently being studied to help keep students on track and identify problematic concepts as early as possible. During the first two weeks, there will be a quiz in each class session on irregular verb conjugations.

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 written work, 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/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

BU Paris 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. INDICATIVE COURSE OUTLINE

The following schedule is tentative and may be changed as a function of students' needs and rhythm. Homework will be assigned in class each day.

PHASE 1 – sessions 1 to 6 SENTENCE BUILDING AS A SYSTEM		
Topics	<ul style="list-style-type: none"> ▪ Professional: self presentation for an interview ▪ Academic: elaborate expression through the use of specialized/elaborate vocabulary from elective courses; use formal interrogation ▪ Culture: the French professional way ▪ Daily life: ask questions in oral contexts 	Language targets
		<ul style="list-style-type: none"> ▪ Communicate in the present and future tenses ▪ Build simple sentences ▪ Make the difference between oral and written communication ▪ Focus on written rigor (agreements) ▪ Use logical connectors for adding information
Schedule		
	Grammar notions	Assignments
Session 1	- Conjugations as a system - Irregular verbs 1	
Session 2	- Sentence structure - Brief review of pronouns - Irregular verbs 2	Quiz 1 on irregular conjugations
Session 3	- Sentence structure: negative form - Irregular verbs 3	Quiz 2 on irregular conjugations Composition 1 – first draft (professional cover letter)
Session 4	- Sentence structure: interrogative form - Irregular verbs 4	Quiz 3 on irregular conjugations
Session 5	- Sentence structure: synthesis	Quiz 4 on irregular conjugations Composition 1 – second draft
Session 6	- <i>Le passé composé</i> (beginning of phase 2)	Exam 1

PHASE 2 – sessions 7 to 10 TEMPORALITY AS A SYSTEM		
Topics	<ul style="list-style-type: none"> ▪ Daily and professional life: speak about oneself in the past ▪ Culture: describe a visit to a cultural site and include historical elements ▪ Culture: express an opinion about a recent novel ▪ Culture: differences in daily life 	Language targets
		<ul style="list-style-type: none"> ▪ Narrate in the past ▪ Use more complex structures involving sequences of tenses ▪ Use logical connectors in a narration ▪ Focus on written rigor (small words)
Schedule		
	Grammar notions	Assignments
Session 7	- Narrate in the past combining <i>Passé composé</i> and <i>Imparfait</i>	
Session 8	- Narrate in the past combining <i>Passé composé</i> , <i>Imparfait</i> and <i>Plus-que-parfait</i>	
Session 9	- Articles	Book report
Session 10	- VISIT or WORKSHOP	
Session 11	- Subjunctive: conjugation (beginning of phase 3)	Exam 2

PHASE 3 – sessions 11 to 15 LANGUAGE AS A SYSTEM		
Topics	<ul style="list-style-type: none"> ▪ Daily life: express reactions, emotions, projection, hypothesis related to experience ▪ Culture : reflect on a societal issue ▪ Culture: differences in daily life (continued) 	Language targets
		<ul style="list-style-type: none"> ▪ Express opinions and reactions ▪ Use complex structures involving subordinate clauses ▪ Use logical connectors to build argumentation ▪ Focus on elaborate style (suppress repetitions)
Schedule		
	Grammar notions	Assignments
Session 12	- Use of subjunctive, indicative and infinitive	Composition 2 – first draft (narration of a visit of a site in Ile-de-France)
Session 13	- Use of subjunctive, indicative and infinitive (continued)	
Session 14	- Relative pronouns	Composition 2 – second draft
Session 15	- Use of infinitive, past and present participles, and gerundive	
Session 16	- General review	Composition 3 (argumentation on a societal issue)

FINAL EXAM

V. REFERENCES

For book report (excerpts from novels available on Blackboard):

- De Sà Moreira, Régis – *Le Libraire* – Éditions Au Diable Vauvert, 2004
- Foenkinos, David – *La Délicatesse* – Éditions Gallimard, 2009
- Modiano, Patrick – *Pour que tu ne te perdes pas dans le quartier* - Éditions Gallimard, 2014
- Nothomb, Amélie – *Barbe bleue* – Éditions Albin Michel, 2012
- Orsenna, Erik – *Et si on dansait ?* – Éditions Stock, 2009
- Quiriny, Bernard – *L'Angoisse de la première page* – Éditions Phébus, 2005
- Schmitt, Eric-Emmanuel – *Monsieur Ibrahim et les fleurs du Coran* – Éditions Albin Michel, 2001

For past tenses (excerpts available on Blackboard):

- Jauffret, Régis – *Microfictions 2018* - Éditions Gallimard, 2018

For Composition 1 (webpages):

- www.cadremploi.fr – « Lettre de motivation : les règles à connaître pour bien la rédiger »
- www.cadremploi.fr – « 9 exemples de mails et lettres de motivation qui ont convaincu »

For Composition 3 (excerpts available on Blackboard):

- Enthoven, Raphaël – *Nouvelles Morales provisoires* - Éditions de L'Observatoire, 2019

For intercultural discussion (excerpts available on Blackboard):

- Nakamura, Eriko – *Nâânnde !? Les Tribulations d'une Japonaise à Paris* - Éditions Pocket, 2013
- Magny, Olivier – *Dessine-moi un Parisien* – Editions 10 x 18, 2013
- *Do You Speak Touriste ? Pour mieux accueillir la clientèle touristique*, CCI Paris Ile-De France
- Meyer, Erin – *Traverser le champ de mines culturel*, Harvard Business Review, Décembre 2014-Janvier 2015

Additional bibliography: language tools

French dictionaries: *Le petit Larousse illustré* ; *Le petit Robert de la langue française*

French-English dictionaries: *Le Robert et Collins Super Senior* ; *Harrap's Shorter Complet*

Online French-English Dictionaries: <http://www.wordreference.com/> ; <http://www.linguee.fr>

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

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

Online vocabulary exercises: <http://www.lepointdufle.net/p/vocabulaire-themes.htm>