



Boston University Study Abroad
Paris

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

Hub Units: Oral and/or Signed Communication

from Fall 23 Global Citizenship And Intercultural Literacy – Outcome 2

Schedule: FALL & SPRING

16 two-and-half hour session over 7.5 weeks

+ Final exam

SUMMER

Intensive week (25h over 5 days)

+ Weekly sessions during internship (15h)

Course material

Course text : FARHI, Emmanuelle. *Outils pour le français* (2017), to be purchased at our partner 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)

Medias: video clips, songs, advertising, photographs, films

I. COURSE PRESENTATION

All Paris Internship Program French language courses are designed to work towards the same goal of allowing students to perform at their best while in Paris. In the context of this program, living in Paris means:

- acquiring daily survival skills,
- interacting with the French,
- studying academic subjects in French,
- working in a French environment.

Our language courses focus, both at the oral and written communication levels, on creating tools:

- to communicate in everyday interactions, with a focus on colloquialisms and language used in varied situations,
- to discover and discuss cultural material and events (cinema, novels, etc.) and societal trends and issues (medias),
- to adapt oral and written expression to an academic context, in relation to the elective course(s),
- to know how to present professionally, and manage work-related situations such as interviews or face-to-face, email and phone communication.

All our courses take into account the diversity of language levels amongst our students, and adjust to these needs. Given this diversity of profiles and the fact that language acquisitions are also enhanced by students living, working and attending elective courses in French to different extents for each individual, the language outcomes in the four communication skills – speaking, writing, listening, reading - range from Intermediate Mid to Advanced Low proficiency according to the ACTFL Proficiency Guidelines.

This course focuses on oral and written communication and is conducted entirely in French.

II. COURSE OBJECTIVES, APPROACH, OUTCOMES and HUB AREAS

The main objective of this course is to optimize students' oral and written language skills in French, especially with regards to their internship and daily life in Paris so that they feel more at ease in a French environment.

Writing to develop oral expression

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

Speaking to develop culture knowledge

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

OUTCOMES

- **Improve oral communication skills:** by the end of this course, students will be able to participate in conversations about daily life, professional goals and experience, cultural and societal subjects; they will be able to ask and answer questions, narrate sequences of events, express their opinions and reactions; they will have gained more fluidity in their oral communication.
- **Improve oral comprehension skills:** by the end of this course, students will be able to understand conventional narrative and descriptive texts about past, present, and future events. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.
- **Improve written communication skills:** by the end of this course, students will be able to write texts comprised of several paragraphs, such as narrative and argumentative essays as well as formal professional presentation.
- **Focus on rigor and precision:** by the end of this course, students will have an acute awareness of the importance of details when writing and speaking.
- **View language structure as a system:** by the end of this course, students will understand the logic behind the main grammar notions, be able to apply and recognize these notions when reading or writing; they also will have an awareness of language structure as a reflection of a way of thinking, and of how differences between languages result in differences in mentalities and intellectual approaches.
- **Adapt to various contexts in writing and speaking:** by the end of this course, students will be able to adjust their writing skills to different situations; they will make the difference between written and oral correctness; they will also be able to make the difference between familiar, informal, professional and academic communication.
- **Enrich and diversify vocabulary according to needs:** by the end of this course, students will have enriched their vocabulary through strategies involving identifying needs and distinguishing familiar, general and specialized vocabulary; they will have gained autonomy in vocabulary acquisition.
- **Develop a deeper understanding of French culture:** by the end of this course, students will be able to *live* French in the context of contemporary French society by analyzing current events and political, cultural, social, and professional French life.

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).

III. ASSESSMENT AND GRADING

Participation, effort, and progress: 20%

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

3 Quizzes (Fall & Spring -Quiz 1 = 7.5% Quiz 2 = 7.5% Quiz 3+ oral exam = 10%) / 2 Exams (Summer) : 25%

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

3 Compositions (Fall & Spring) / Daily paragraphs + Cultural blog (Summer) : 25%

These compositions are an opportunity to work on the quality of written French (grammar, spelling, structure, style). The objective is to have the student self-correct increasingly as the weeks go on as well as to improve their written language level. Each composition will be a double assignment: students will turn in the assignment, and the instructor will underline errors and return to the students, who will then submit a corrected version. Compositions will be 1.5-2 pages each and will encourage students to take part in their cultural and professional environment (professional presentation, critique of a movie, song about your Paris experience).

3 Oral presentations: 30%

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

Article presentation: working in teams, students choose an article from the weekly news magazine *L'Express* (available online at www.lexpress.fr) and present it to the class, leading a discussion on the subject of the article. The objective of this project is to allow students to engage with a subject that they find personally interesting, to enhance specific grammar and vocabulary skills, and to expose students to current events and affairs in France and Paris.

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

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

Grading conversion (out of 100)

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+/B+ =	88	C+ =	78	D+ =	68
87-89,5 :	B+	70-72,5 :	C-	A =	95	B =	85	C =	75	D =	65
83-86,5 :	B	69-60 :	D	A/A- =	92,5	B/B- =	82,5	C/C- =	72,5	D/D- =	62,5
80-82,5 :	B-	59,5-0 :	F	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 increasingly 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 (FALL & SPRING)

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

1. Immersion into daily life: professional communication

Session 1	<ul style="list-style-type: none"> Course presentation Conjugations: basic rules Phonetics: overall concepts and principles 	
Session 2	<ul style="list-style-type: none"> Present and future tenses (review) Expressions: coming and going Phonetics: <l> and <r> 	
Session 3	<ul style="list-style-type: none"> Sentence structure and personal pronouns Oral activity : learn to know each other 	Hand in Composition 1 : professional presentation
Session 4	<ul style="list-style-type: none"> Sentence structure ; negative/question forms Phonetics: <t>/<d> and <i>/<é>/<è> Composition 1: in-class correction 	

2. Immersion into daily life: social experience

Session 5	<ul style="list-style-type: none"> Past tenses Expressions: asking, refusing, excusing, thanking Listening: asking for information 	Quiz 1 Hand in Revised Composition 1
Session 6	<ul style="list-style-type: none"> Past tenses (continued) Phonetics/Listening : <i>the sentence music and rhythm</i> 	Presentation of a Paris neighborhood
Session 7	<ul style="list-style-type: none"> The conditional tense : theoretical approach Oral activity: using the conditional in daily life Linguistic activity about a song 	
Session 8	<ul style="list-style-type: none"> Articles/prepositions (review) Phonetics: <e>/<eu> and <o>/<ô>/<ou> 	Article presentation (group 1)
Session 9	<ul style="list-style-type: none"> Articles/prepositions (continued) 	Hand in Composition 2: Narrative in relation to your neighborhood visit Chrono passion presentations

3. Immersion into daily life : cultural discovery

Session 10	<ul style="list-style-type: none"> The subjunctive tense Phonetics/Listening: disappearing sounds and familiar language Composition2: in-class correction 	Quiz 2
Session 11	<ul style="list-style-type: none"> The subjunctive tense (continued)s Expressions: speaking on the phone 	Article presentation (group 2) Hand in Revised Composition 2
Session 12	<ul style="list-style-type: none"> Relative pronouns Cultural activity: introduction of a movie 	
Session 13	<ul style="list-style-type: none"> Evening - Cinema outing + discussion 	
Session 14	<ul style="list-style-type: none"> Relative pronouns (continued) Cultural activity around photography Phonetics: <i>liaisons</i> and <i>enchaînements</i> 	Article presentation (group 3)
Session 15	<ul style="list-style-type: none"> Oral Activity: TV news in French Office vocabulary 	Hand in Composition 3: critique about a movie
Session 16	<ul style="list-style-type: none"> Review for final exam 	
LAST FRIDAY: FINAL EXAM		

IV. INDICATIVE CALENDAR (SUMMER)

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

INTENSIVE WEEK

Session 1 Monday	<ul style="list-style-type: none"> • Course presentation • Conjugations: basic rules ; Present and future tenses (review) • Internship: introduce yourself • Phonetics: overall concepts and principles • Out-of-class activity (to be determined)
Session 2 Tuesday	<ul style="list-style-type: none"> • Grammar: Past tenses • Expressions: coming and going • Oral activity : learn to know each other • Phonetics: <i>le e muet</i> • Out-of-class activity (to be determined)
Session 3 Wednesday	<ul style="list-style-type: none"> • Grammar: Indirect discourse • Internship: mock interview • Phonetics: <i>Les liaisons</i> • Out-of-class activity (to be determined)
Session 4 Thursday	<ul style="list-style-type: none"> • Grammar: the Conditional tense • Phonetics: <i>Les nasales</i> • Expressions: asking, refusing, excusing, thanking • Out-of-class activity (to be determined)
Session 5 Friday	<ul style="list-style-type: none"> • Presentation of a Paris neighborhood (PowerPoint) • Grammar review • Phonetics/Listening : <i>the sentence music and rhythm</i> • Out-of-class activity (to be determined)

FRIDAY WEEKLY SESSIONS

Session 6	<ul style="list-style-type: none"> • Grammar exam • Internship: write a professional email, speak on the phone • Cultural activity: introduction of a movie • Cinema outing + debate
Session 7	<ul style="list-style-type: none"> • Press Article presentations • Cultural blog (1st draft) • Grammar : The subjunctive • Oral activity: expressing opinions
Session 8	<ul style="list-style-type: none"> • Grammar : Relative pronouns • Phonetics : theatrical activity
Session 9	<ul style="list-style-type: none"> • Oral presentation of cultural blog ("Chrono passion") • Cultural blog (final draft) • FINAL EXAM

V. BIBLIOGRAPHY

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

French Dictionaries

- Le petit Larousse illustré
- Le petit Robert de la langue française

Grammar, spelling, style

- Bescherelle de Poche – Hatier
- La Grammaire française – Collection Repères pratiques – Nathan
- L'Orthographe – Collection Repères pratiques – Nathan
- Orsenna Erik, Les chevaliers du subjonctif, Stock (2004)

Grammar exercises

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

Oral communication

- Adrien Payet, Activités théâtrales en classe de langue (CLE International – 2012)
- Silva Haydee, Le jeu en classe de langue (CLE International – 2011)
- Anne Akyuz, Exercices d'oral en contexte – Niveau intermédiaire (Hachette – 2005)
- Claire Miquel, Communication Progressive Du Français -Niveau intermédiaire (Cle International-2003)

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
- Eriko Nakamura, Nââândé, Les tribulations d'une Japonaise à Paris, Pocket, 2012
- Olivier Magny, Dessine-moi un Parisien, 10-18, 2010
- Marc Robine, Fred Hidalgo, Il était une fois la chanson française : Des trouvères à nos jours, Poche, 2006

Phonetics

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

On-line Resources

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

Humor :

Sebastian Marx (www.youtube.com)

Olivier Giraud (www.youtube.com)

Songs: www.deezer.fr www.tv5monde.com

Cinéma : www.allocine.fr www.lefilmfrancais.com www.lescahiersducinema.com

Television : TV5Monde.fr MyTF1.fr [France2/3/5_Replay et Direct](http://France2/3/5_Replay_et_Direct) Arte.tv M6Play.fr