

**NOTE: This is a *SAMPLE* syllabus/itinerary and may not be the most up-to-date version. Please contact the faculty leader of this course for more recent information.**



BENTLEY UNIVERSITY  
MLFR 398: Discovering Contemporary France  
Spring 2018

Professeur: Dr. Jane D. Tchaicha, 385 Morison (x3518)  
Horaires de cours (class schedule): to be determined (embedded course)  
Heures de réception (Office hours): to be determined  
Email: jtchaicha@bentley.edu

### **General description**

This advanced French course is designed to augment students' active communicative command of French, that is, oral and written proficiency, by engaging in specific task-based activities in and beyond the classroom, which are entirely in French. This unique, embedded French course will begin at Bentley where students will prepare selected historic readings and examine a range of contemporary media materials (film, blogs, short documentaries, news articles, news broadcasts) in order to develop a deeper understanding of the French mindset and its impact on the challenges facing contemporary France today. During spring break 2018, students will travel to Paris, France, where they will continue to hone their oral/aural and writing skills as they explore historic venues, local neighborhoods, and participate in specially designed task-based visits to museums, an NGO, and several French companies. Following this simultaneous exposure to the authentic language and culture of French society and the pre-travel coursework, students will be asked to make connections between their travel experiences and their new knowledge upon return to the U.S. In a formal oral presentation and summary reflection, they will be required to comment on some of the global road blocks and provide potential solutions to the major issues for France and its citizenry today such as its growing nationalist movement, global trade, and the most recent environmental and migration/ immigration challenges.

### **Course prerequisites**

Students must have successfully complete Intermediate French II (MLFR202). Students who have completed four or more years of French study in high school or have studied French at another institution but have not yet to taken a French course at Bentley University must seek permission of the instructor.

This course can be applied to the French minor or an Arts & Sciences Humanities elective. It may also be used to satisfy one of two language requirements for the Liberal Studies Major (LSM), Global Perspectives concentration or the language requirements for Arts and Science majors.

### **Course goals and objectives**

- *Improve oral proficiency*

Listening skills: To understand authentic speech in a variety of contexts that span a range of topics related to the general themes of the course.

Speaking: To successfully communicate ideas and opinions related to the weekly topics assigned for class discussion. To demonstrate a mastery of vocabulary and colloquial expressions commonly used in everyday situations while in France. To be able to narrate and describe in some details the activities undertaken in-country. To communicate factual information about topics of current public and personal interest with native speakers in casual settings on topics of current public and personal interest.

- *Improve Writing skills*

Reading: To understand and effectively interpret authentic texts that may range from opinion pieces; news items; short memoirs and/or essays; and background cultural and historical information drawn from various media venues, the popular press, and company and NGO websites. Such exposure will expand students' stylistic repertoire for writing tasks that follow.

Writing: To successfully write about a variety of topics and in a variety of styles, e.g. description, personal narration, editorials, reviews, blogs, and creative writing.

- *Expanded understanding of contemporary French society*

To demonstrate an understanding of the relationship between the role of history and patrimony and its influence on the French mindset reflected in the diverse contemporary debates emerging within French society.

**Required texts:**

*Etre français : Les quatre piliers de la nationalité française*, par Patrick Weil (Paris : Broche, 2011)

*L'après Charlie : Vingt questions pour en débattre sans tabou* par Jean-Louis Bianco et Lylia Bouzar (Paris : Broché, 2015)

*Migrants & réfugiés*, par Claire Rodier (Paris : Broché, 2016)

**Recommended News Websites:**

[www.lemonde.fr](http://www.lemonde.fr) (online newspaper)

[www.observateur.fr](http://www.observateur.fr) (online newsmagazine)

[www.bfmtv.com](http://www.bfmtv.com) (streaming live news from France)

[www.france24.com](http://www.france24.com) (streaming live news from France, and archived specials)

**Recommended Travel Information Websites:**

[www.paris.org](http://www.paris.org)

Everything you need to know about Paris

[www.pariserve.tm.fr/quartier/decouv.htm](http://www.pariserve.tm.fr/quartier/decouv.htm)

The neighborhoods (quartiers) of Paris that you will be visiting - and maybe writing about!

[spectacles.premiere.fr/pariscope/Theatre](http://spectacles.premiere.fr/pariscope/Theatre)

Great website for concerts, films and theater.

[www.musee-orsay.fr/en/home.html](http://www.musee-orsay.fr/en/home.html)

Virtual tours, special collections and events.

[www.louvre.fr](http://www.louvre.fr)

Virtual tours, special collections and events.

[www.tripadvisor.com/Travel-g187147-c7466/Paris:France:Safety.On.The.Metro.Ratp.And.Rer..html](http://www.tripadvisor.com/Travel-g187147-c7466/Paris:France:Safety.On.The.Metro.Ratp.And.Rer..html)

Tourist information and directions on how to use the métro.

Recommended websites on French history, contemporary topics (immigration, business, environment, etc)

<http://www.histoire-immigration.fr/ressources/histoire-de-l-immigration/le-film-deux-siecles-d-histoire-de-l-immigration-en-france>

<http://www.amisdelaterre.org>

### **Course Evaluation (breakdown for final grade)**

<b>Oral (TOTAL)</b>	<b>60%</b>
---------------------	------------

- |                           |       |
|---------------------------|-------|
| - Class Participation     | (35%) |
| - Final Oral presentation | (25%) |

<b>Written (TOTAL)</b>	<b>40%</b>
------------------------	------------

- |  |       |
|--|-------|
| - Weekly 1-2 page assignments (6)<br>(Exposés) | (30%) |
| - Written summary of Final Project             | ( 5%) |
| - Blog entries/responses                       | ( 5%) |

<b>COURSE TOTAL</b>	<b>100%</b>
---------------------	-------------

### **ORAL ASSESSMENTS**

#### **Class Participation (35%)**

Active participation in class is very important. A large part of your final grade will depend on your oral participation at Bentley and in Paris. Therefore, your preparation of learning materials and task-based activities in time for class is crucial.

#### Grading Standards for IN- CLASS PARTICIPATION (at Bentley and in Paris)

- 3.7-4.0** Excellent participation. Always comes well- prepared for the day's assigned activity; that is, showing evidence (oral or written) of having engaged in thoughtful reflection on the day's assignment. Volunteers frequently and is willing to engage others in discussion and lead group work. Communicates all information possible in French and is easily understood.
- 3.3-3.0** Very good participation. Generally high level of class preparation, but occasionally needs prompting from the professor to answer questions. Demonstrates active participation in group tasks. May show some occasional misunderstanding and/or incorrect interpretation of the assigned work or activity, but there is some evidence that the work has been prepared ahead of time. Pronunciation sometimes less accurate but is able to make his/her point understood.
- 2.7-2.0** Fair participation. Spotty preparation for class: sometimes assignments are prepared ahead of class, but at other times not at all. Not always attentive or responsive in class or during group activities, and demonstrates minimal effort to offer new ideas or perspectives actively and correctly.
- 1.7-1.0** Minimal active effort to speak in class. Rarely prepared for class. When called on, cannot give answers to pre-assigned work and instead, offers meaningless answers or demonstrates poor interpretation of assigned materials. Difficult to understand pronunciation and follow his/her ideas. Does not take group activities seriously.
- F** Unable to participate in class activities or discussion or to communicate intelligible information in French, through lack of preparation.

#### **Absenteeism and point reduction policy with regard to participation**

Since it is especially important to listen to and speak a foreign language very regularly, attendance is taken very seriously in all ML courses. In this embedded French course, attendance is directly linked to the participation grading policy: attendance makes up 10% of the overall participation grade. If a student attends every class, he or she will receive no penalty to the attendance portion of participation grade. If the student misses one class at Bentley, the student will lose 5 points from his attendance score (based on 100 pts.); however, when in Paris, France, if a student misses a scheduled class visit or activity, he or she will lose 10 points per absence. Below is an example of how this grading policy is applied:

A student receives 88 for in-class participation  $\times .25 = 22$

The same student receives 85 (1 absence at Bentley [-5]; 1 absence in Paris [-10])  $\times .10 = 8.5$

So the portion of points for Participation = 30.5 for PARTICIPATION (calculated as 35% of the Final Grade).

Note: If you are absent or late for a class, it is YOUR RESPONSIBILITY to check the syllabus and materials available on the course *Blackboard* site and catch up!!! There are no private sessions to "catch-up" except for documented medical reasons. If you arrive late to campus for spring semester, no special arrangements will be made for you to make-up material missed.

### **Final Oral Presentation (25%)**

Students may choose to work individually or with a partner to develop a final oral presentation that addresses one of the main themes of the course. The analysis will be constructed through the knowledge acquired through the course materials in concert with the observations on site at the various venues visited. Students will be expected to meet with Professor Tchaicha one week following the return from Paris and having prepared a detailed outline of the presentation (in PPT) including all images and sources consulted so as to get important feedback before the final presentation that will take back two weeks later.

### **WRITTEN ASSESSMENTS**

#### **Weekly 1-2 page assignments (6) (30%)**

Students will be expected to compose a weekly response to the readings. These assignments will reflect their own ideas about the kinds of discussions topics that have taken place as a class, with individuals in and outside of class. The purpose of the assignments is to get students writing often so as to re-inforce their French lexicon and develop an increasingly more sophisticated, personal writing style. Each assignment will be due the first class of new thematic model, so as to give students enough time to reflect fully on the discussions from the previous week.

#### **Travel Blog (5%)**

Prior to departure, the class will set up a Blog. While in France, students will be asked to respond to an observation that a student (assigned by the professor) has made, in the hope of eliciting some interesting responses which will be the starting point of the following day class meeting. Students will be required to contribute at least 3 times to the travel Blog.

#### **Written summary of Final Project ( 5%)**

This assignment will be COMPLEMENT the final oral presentation and will be due within three weeks of returning to Bentley. Students should not just outline the major points from their presentation, but more importantly should make connections between what they learned in class and how the onsite visit to France impacted (or not) the conclusions that they reached with regard to their chosen final topic. They may use both images and text to represent their reflections.

### **GRADING STANDARDS**

95-100	A	70-72	C-
90-94	A-	67-69	D+
87-89	B+	63-66	D
83-85	B	60-62	D-
80-82	B-	59 or below	F
77-79	C+		
73-76	C		

## **CELL PHONE/LAPTOP POLICY**

Language classes at Bentley use a communicative approach to teaching and learning. Therefore, any distractions such as laptop usage for email and surfing the net (unless otherwise required by your professor) is not allowed.

All cell phones should be turned off upon entering the classroom. Students leaving the class while in session to answer a call or text message is extremely disruptive for others and demonstrates poor classroom etiquette; therefore, if a student decides to leave during class, s/he should not return and will be marked absent.

## **ACADEMIC INTEGRITY**

Academic Honesty Policy: All work that you submit for a grade must be your own work. Copying someone else's homework, using the "Translate" feature of a computer, and/or asking a lab tutor or friend to correct your homework constitutes a violation of Bentley's academic honesty policy for this course. <http://www.bentley.edu/handbook/integrity/index.cfm> . All such violations will result in a 0 for the assignment and will be reported in writing to the Academic Integrity Coordinator, via an Academic Incident Report.

## **LGBTQ DIVERSITY**

Bentley has an active Ally network that strives to create a safe environment for LGBTQ faculty, staff and students. As a Bentley Ally, please let me know if you have questions about LGBTQ issues, the ally network, or on-campus resources, such as the student group People Respecting Individuality and Diversity through Education (PRIDE). More information can also be found at <http://www.bentley.edu/campus-life/student-life/lgbtq>.

## **STUDENTS WITH DISABILITIES**

"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services for additional services."

## **TENTATIVE WEEKLY ASSIGNMENTS**

### **Week 1**

<b>Thème</b>	<b>Devoirs à préparer</b>
Présentations. Introduction au cours Informations pratiques Brève chronologie de l'histoire de la France	Sondage sur la connaissance générale de la France

## Week 2

Thème (Histoire)	Devoirs à préparer
La Monarchie-la Révolution-la République	A lire : « la République française » <i>La France Contemporaine</i> , pp. 92-104 A voir: La Commune (Peter Watkins) (DVD)

## Week 3

Thème	Devoirs à préparer
La diversité en France et la notion d'une identité française	A lire : <i>Etre français</i> , P. Weil. A remettre : Exposé no 2

## Week 4

Thème	Devoirs à préparer
Le terrorisme, la laïcité, et les droits humains- Quoi faire ? Comment réagir ?	A lire: <i>L'après Charlie : Vingt questions pour en débattre sans tabou</i> , Jean-Louis Bianco et Lyliia Bouzar A voir : Niqab : Hors de Loi, Agnès DeFéo (DVD) A remettre : Exposé no 3

## Week 5

Thème	Devoirs à préparer
L'immigration et la crise des réfugiés	A lire : <i>Migrants &amp; réfugiés</i> , Claire Rodier A voir: Selected political cartoons (dessins de presse) from <i>Tous Migrants</i> (Cartooning for Peace) A remettre: Exposé 4

## Week 6

Theme	Devoirs à préparer
Le monde du travail et du commerce en mutation : le rôle de la politique, la technologie, et la globalisation	A lire: « L'information et la technologie » <i>La France Contemporaine</i> , pp. 264-305. A voir: TBA A remettre: Exposé 5

## Week 7

Thème	Devoirs à préparer
Les élections de 2017, la France et son nouveau rôle de leader global, le débat de l'avenir d'UE	A lire: « Les partis politiques et les élections » <i>La France Contemporaine</i> , pp.125-139.

	A voir: Président Emmanuel Macron-le discours de l'investiture (BFMTV-Youtube) A remettre: Exposé 6
--	--