



FR 441 FRENCH WRITING SKILLS WORKSHOP: EMERGING COMPETENT ABROAD

IES Abroad Nice

DESCRIPTION:

Writing in French requires that students follow many strict rules that are set according to the form of writing: personal, professional, formal, etc. Not only do students have the pressure of writing correctly and articulately, but they also can feel anxious about being corrected and making mistakes and this can be intimidating and paralyzing. This writing workshop will make writing in French fun. It won't only be about respecting and enforcing the rules, but it will allow students to play with language and to realize that writing is not only a means to achieve a pragmatic goal, but it's also a way to explore and play with language. In addition, the workshop will address systematically the problems that arise in the production of a text and it will introduce students to the rules and norms necessary to create an academic text in French. Finally, upon completion of this course, students will be able to convey personal communications (e-mails and other informal messages), as well as academic and professional texts (formal letters, cover letters, CVs, essays, thesis statements, etc.).

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: French

INSTRUCTOR: Luminita Morelli

PREREQUISITES: 6 semesters of college-level French or the equivalent; completion of IES Abroad's Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication. Likewise, students should be interested in improving their writing skills, have a positive attitude towards linguistic reflection and be prepared to responsibly participate in course activities both individually and in groups.

METHOD OF PRESENTATION:

This writing workshop incorporates reading and communication exercises that are designed to ensure that students understand the text before beginning their analysis. We will use audio-visual materials (reports, interviews, film excerpts etc.) to help the students collect ideas. In class, writing activities will be arranged for group work, which will encourage interaction and the exchange of ideas. Once students have completed their written work they may read it in front of the group who will be asked to comment on each other's work or ideas.

REQUIRED WORK AND FORM OF ASSESSMENT:

- 10 % - Class participation
- 25 % - Papers and homework
- 30 % - Midterm Exam
- 35 % - Final exam

Assignments

Each week or every two weeks, a written assignment will be given in relation to the weekly topic as outlined in the chart which follows. Students should expect to dedicate about 3 hours weekly outside of class toward homework assignments.

Course Participation

Students are expected to actively participate in each class session, and many of the group exercises require full student engagement.

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Rubric for Assessing Student Participation

	Excellent (90%-100% or A and A-)	Proficient (80%-90% or B+, B and B-)	Developing (70%-80% or C+, C, C-)	Unacceptable (>70% or D and F)
Frequency of participation in class	Student initiates contributions more than once.	Student initiates contribution once or when prompted.	Student initiates contribution only when prompted.	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.
Preparation	Brings required materials to class. Has read and made notes on the assigned readings.	Has read through materials and is able to discuss general themes. No separate notes taken.	Has read only some of the assigned readings without significant comment or understanding.	Had not done required readings or homework.

Midterm

The midterm will consist of two parts :

1. Students will be required to demonstrate their understanding of a selected text by responding to short-answer questions
2. Students will be asked to write an essay that could take the form of one of the following: a position paper on a given topic; a paper that challenges or debates an issue; a paper that critically analyzes a selected topic, etc.

Final Exam

The final cumulative exam will be similar to the midterm exam, in that students will have to write a paper incorporating the tools that they have learned throughout the course of the workshop. The exam will consist of two parts:

1. A paper that may include a letter, critical analysis, position paper, etc.
2. An oral presentation (the subject and details will be communicated after the Midterm)

Final Letter Grade

Letter Grade	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	65-69.9
F	0-64.9

LEARNING OUTCOMES:

During the workshop, students will improve and strengthen their language skills, mainly through writing activities. Upon completion of this course, students will be able to:

- Understand, identify and implement communication strategies that support the decoding of written text (markers of speech, figures of speech, steps of argumentation, etc.)
- Identify the problem of a text; select and render relevant information
- Organize information in the form of a fluid and well-structured text, respecting the rules of punctuation and the layout analysis with critical source texts
- Extract and use important information
- Develop a reflection in relation to a given theme integrating personal information and arguments
- Present thoughts clearly and organize them with ease, spontaneity and relevance
- Clarify and defend their position by presenting arguments and counter arguments

Communicative and practical objectives:

- Improving style, enriching vocabulary, and writing freely
- Identifying the essential elements of a text
- Structuring and reformulating information in a personal way
- Writing a resume; writing reports
- Writing informal messages
- Being familiar with the structure of a formal letter
- Providing one's opinion and debating one's perspective
- Supporting one's point of view; accepting or challenging an argument
- Knowing the structure of a thesis statement

Linguistic Objectives:

Grammar : Grammar will be reviewed and taught through readings and comments. The main topics will be:

- **Verbs:** Past and future tenses ; Conditional present/conditional past ; Subjunctive/Indicative/Infinitive ;
- **Structures of language:** Direct and indirect discourse ; Various prepositions ; Expression of time
- **Vocabulary:** Logical connectors (*Progression, Addition, Conclusion, Cause, Consequence, Opposition, Objective, Condition*). Opinion (*expression one's point of view*). Figures of style and literary vocabulary (*metaphors, comparison, personification*)

Cultural Objectives:

- Idiomatic expressions
- False cognates
- Stereotypes
- Formal or informal?
- Non-verbal behavior (conventions that govern behavior)
- Interpersonal relations (gender relations, generational relations, relations at work, etc.)
- Daily life (work hours, leisure activities: pastimes, sports, reading, media, etc.)
- Living conditions (housing, social security, etc.)
- Know-how (norms related to hospitality: punctuality, taboo subjects and behavior, time off, etc.)

Tasks:

- Extract and organize the essential elements of a text
- Summarize a written text in respecting a maximum length
- Recount a past event
- Report facts, write a report about an event (in the present or past tense)
- Creativity? Imagination? Innovation? Exercises to build creative writing skills.
- Writing an essay

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad classes, including course-related excursions. Extra information about the course-related excursions such as dates and times will be provided by the teacher in class. Any exams, tests, presentations, or other work missed

due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course half a letter grade will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

Students are expected to attend all class meetings and to participate actively. Their ability to speak, write and understand French can only be developed and improved through daily individual work, and in-class intensive practice. Students are expected to go to class having studied in detail the assignments as indicated on the syllabus and by the teacher in class. Should they miss class, it is their responsibility to find out what was done in class, what handouts were given, what the next assignment is, etc.

CONTENT:

Week	Content	Assignments
Week 1	Fonctional : Talk about oneself ; the self-portrait <ol style="list-style-type: none"> Grammar: The present tense (review). Vocabulary: The portrait. Qualities, faults, strengths, weaknesses (I) Culture : A French singer : Charles Aznavour ; communication difficulties 	Documents : <ul style="list-style-type: none"> <i>Le portrait d'Ernest Barthémémy (oral comprehension) ;</i> <i>« For me formidable » - Charles Aznavour, song analysis</i> Oral : Following the model studied, make his or her portrait in 4 minutes
Week 2	Fonctional : Telling about a past experience <ol style="list-style-type: none"> Grammar: The past tense (I) : <i>Passé composé, Imparfait</i> Vocabulary: Explain the vocabulary of the text Culture: Daily life, cultural difference, culture shock (I) 	Document : <ul style="list-style-type: none"> <i>« Une Algérienne à Paris » (writing comprehension)</i> Writings: The self-portrait in 200 – 250 words
Week 3	Fonctional : Working in France, the everyday life, work schedules & habits, working relationships... <ol style="list-style-type: none"> Grammar: The past tense (II) : <i>Plus-que-parfait ;</i> Time and duration Vocabulary: Work vocabulary Culture : Working in France vs USA 	Documents: <ul style="list-style-type: none"> Various graphic documents Oral : <ul style="list-style-type: none"> <i>Examples of possible topics: « Working to live, or living to work ? » « Work more to win more ? »</i>
Week 4	Fonctional : Express a hypothesis, a condition a regret <ol style="list-style-type: none"> Grammar: The conditional present, the conditional past. Vocabulary: Feelings vocabulary. Express regrets and reproach. Culture : Do we have the same priorities? 	Document: <ul style="list-style-type: none"> <i>« Si » - Zaz, song analysis</i> Writings: Personal writing: « If I had a super-power, ... »
Week 5	Fonctional : Relate a past event <ol style="list-style-type: none"> Vocabulary: The souvenir vocabulary. Logical operators (cause, consequence) Culture : Abd Al Malik ; the diversity in France vs USA 	Documents : <ul style="list-style-type: none"> <i>Les souvenirs s'invitent à l'âge adulte - Abd Al Malik : article & radio interview</i> Writings: <ul style="list-style-type: none"> Write to testify : <i>Notre boîte à souvenirs</i> II groupe realisation
Week 6	Fonctional : The technique of the argumentation ; express the agreement or the disagreement (I) <ol style="list-style-type: none"> The opinion vocabulary. The agreement or the disagreement 	Documents: <ul style="list-style-type: none"> The positive discrimination (Internet forum www.linternaute.com) Writings: <ul style="list-style-type: none"> Write to arguing: Write an argumentative essay on the discrimination subject

Week 7	Midterm Exam: Reading comprehension & written composition in reference to the proposed document (formal or non-formal letter, message on an Internet forum...)	
Week 8	Fonctional : Regognize the formal / the familiar register <ol style="list-style-type: none"> Grammar: The subjunctive (I) Vocabulary: Formal vs. Familia ; the <i>Verlan</i> Culture : Formal or Informal ? The non-verbal behavior 	Documents: <ul style="list-style-type: none"> Various documents and exercices to illustrate the different language registers. Structural grammar exercises.
Week 9	Fonctional : From the text to the summary : main ideas, keywords, note taking : extract and organize the essential elements of a text <ol style="list-style-type: none"> Grammar: Indicative ou Subjunctive ? Vocabulary: Logical operators (condition, goal + subjunctive). Culture : Eating, a cultural act 	Documents: <ul style="list-style-type: none"> Comprehension : <i>Manger, un acte culturel</i> on https://www.revue-projet.com Writings: <ul style="list-style-type: none"> Write to summarize: Summarize the article at in respecting a maximum length
Week 10	Fonctional : The technique of the argumentation (II) Talk about their beliefs <ol style="list-style-type: none"> Grammar: Various prepositions Vocabulary: Logical operators (opposition) Culture : Hospitality, punctuality, taboo subjects and behavior, time off, etc. 	Document : <ul style="list-style-type: none"> <i>Vision de l'autre</i> - article on correspondants.org Oral: <ul style="list-style-type: none"> Arguing to express their beliefs or opinions
Week 11	Fonctional : The sustainable development <ol style="list-style-type: none"> Grammar: The future tense (<i>proche, simple, antérieur</i>) Vocabulary: Environment and Ecology Culture : What is the link between culture and ecology? 	Documents: <ul style="list-style-type: none"> Various Online ressources and graphic documents on www.developpement-durable.gouv.fr Writings: <ul style="list-style-type: none"> <i>The society of the Future</i> : write an article to report a problem and give an opinion.
Week 12	Fonctional : Extracting the essential from two or three documents on the same subject ; compare, organize and analyze the information <ol style="list-style-type: none"> Vocabulary: False cognates, idiomatic expressions. Culture : L'intercomprehension. The similarities between languages 	Documents: <ul style="list-style-type: none"> Three documents in three different languages on the subject of the <i>Intercomprehension</i> Oral : <ul style="list-style-type: none"> The importance of intercomprehension
Week 13 Week 14	Intensive review before the final exam : various rewriting exercices and activities to improve their French Self-assessment and debriefing, last questions and answers How to improve their French with Internet (useful websites) « If I had to redo this... », final thoughts	
Week 15	Final exam: Written composition (essay, letter, message on an Internet forum...) and oral presentation	

REQUIRED READINGS:

French Manuel : Latitudes 3, Méthode de français et Cahier d'activités, Y. Loiseau, M.-N. Cocton, M. Landier, A. Dintilhac, Editions Didier, Paris 2010

Material and Internet links will be provided by the instructor and posted in Moodle. Readings may include various texts, vocabulary and grammar exercises, rewriting exercises etc.

- www.letudiant.fr



- www.revue-projet.com
- <http://stop-discrimination.gouv.fr>
- www.linternaute.fr
- www.correspondants.org
- www.developpement-durable.gouv.fr

VIDEO / MUSIC:

Audio and video recordings will be used throughout the course. Material will be provided by the instructor and posted in Moodle.

INSTRUCTOR BIOGRAPHY: Luminita Morelli earned her Master's degree in French Language and Literature at the University of Pitesti, Romania. She taught French language classes at different levels in Romania for several years, in public schools and private institutes. In 2007 she started working as a French language at IDIOM, a private language institute in Nice. There, she taught French to adults in small groups or in private lessons. In parallel, she worked as a French instructor for teenagers and young adults at Azurlingua (French Language School) in Nice, International School in Antibes, as well as the Centre for Studies in French of the University of Nice, where she taught the French language to foreign students enrolled in various universities. She attended the training provided for the teachers of French language for foreigners by the Alliance Française of Paris and she has participated several times to various training and exchanges with the teachers of French language for foreigners organized by the Groupement FLE and the Institute of Language of the University of Nice. Since February 2016 she is working with IES ABROAD NICE as a French language instructor. In July 2018 she participated in Content-Based Language and Curriculum Development Training (CARLA Summer Institute, University of Minnesota).