
FRENCH LANGUAGE AND CIVIC ENGAGEMENT in Fall 2020 (FR2200)

Course Code	FR2200	Professor(s)	Anne-Marie Picard
Prerequisites	None	Office Number	on TEAMS (only)
Class Schedule	F: 10:50-12:25 in G-113 F: 10:50-12:25 in RMOTE-00 T: 16:20-17:55 in G-113 T: 16:20-17:55 in RMOTE-00 W: 16:20-17:55 in PL-4 W: 16:20-17:55 in RMOTE-00	Office Hours	On TEAMS (by appointment)
Credits	4	Email	apicard@aup.edu
Semester	Fall 2020	Office Tel. Ext.	

Course Description

Le devoir aussi bien que l'intérêt des hommes est de se rendre utile à leurs semblables. (Alexis de Tocqueville, *De la Démocratie en Amérique*, 1835).

The course aims to:

- link AUP students to Paris as a transnational City by working with and learning from NGO's and advocacy groups and offer them the opportunities to embark in community-based service activities (which will be adapted this semester due to the special circumstances related to the Covid-19 pandemic);
- thus respond to the students' desire for civic engagement in the Grand Paris area, and their interest in partaking in good world citizenship through the implementation of social justice during their stay in France and beyond;
- allow students to reinforce and expand their ability to express themselves, defend an opinion, and debate with others in French; to that purpose, special attention will be paid to students' abilities to link ideas and speculate, investigate societal issues through reading, listening and viewing films and documentaries, listen attentively to others, question their own views of privilege, racial and cultural relations, relate them to French society and culture, define more clearly their own ethical engagement y volunteering in a Paris-based NGO.

STUDENT LEARNING OUTCOMES:

- **Linguistic Learning Outcomes:**

The [European Frame of Reference](#) is used for the linguistic part of the course (DEL F B1+).

At this course level, students will

1. acquire sufficient **vocabulary** and control of the main **grammatical structures** to be able to express most of what they want to say relatively easily.
2. **understand** the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. including short narratives.
3. **deal** with most situations likely to arise whilst travelling in an area where the language is spoken.
4. **produce** simple connected texts on topics, which are familiar, or of personal interest.
5. **describe** experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

(see below General Education - GLACC - Learning outcomes).

INSTRUCTOR'S EXPECTATIONS AND WHERE TO GET HELP

Because this course's objective is to help students obtain hands-on experience outside of the classroom, the instructor expects the following:

- That students enrolled in the class willingly accept to **join up an NGO as a volunteer**. The process of training will be starting points to a "real life" experience of integration into French society (The Covid-19 pandemic will make adaptations necessary, as the work will mostly happen online or with a strict respect of the rules of social distancing recommended by the French government);
- The **NGO's representatives** will either come to the class or join a Teams meeting set up during class time to present the mission of their NGO and answer students' questions. The instructor expects the presence of ALL students and lots of questions! Preparedness is thus essential for the future relationship to start well.
- **Once the student has chosen and been accepted as a volunteer in an NGO**, involvement should start right away. The student will need to participate in the NGO's training sessions and meetings and set up a calendar for his-her volunteer activities (**two to three hours per week will be expected as a minimum; more involvement will grant students extra-credits**). The Friday class will in fact be replaced by these volunteer work sessions. The professor will be available online for extra-help or one-on-one consultations during the Friday class time (10:50 to 12:25);

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- Help will be available for homework with the **ARC ROOM Writing Lab's French tutors** and the French Writing Lab (*Atelier d'écriture*) with a professor (TBD). Do make an appointment with them before you hand in a written work, to check the grammar and spelling of your Powerpoint presentations or to work on your pronunciation (coordinates of the professor will be communicated to you via mail).
 - It is absolutely essential that **ONCE a day**, you **check the announcement page of the Blackboard site** of the course which is the point of reference of all professor to student communications (Teams will be used for students Sharepoint and group Channels).

COURSE STRUCTURE

Due to the on-going and unpredictable nature of the Covid-19 pandemic, the course has been structured to allow for remote online options;

All classes will be made available online for students unable to attend classes synchronously due to travel restrictions or the need to quarantine.

The typical structure of this course has also been adjusted to allow us to meet our learning objectives through several possible routes should other disruptions or contingencies emerge during the semester.

There will be 4 delivery formats of the course (**#1 is not an option in this course**):

#1- In-Class/Online Synchronous meeting will take place in-person, with students unable to attend in person joining during scheduled course period];

#2- Online Synchronous: a course meeting scheduled online without an in-person course meeting;

#3- Online Asynchronous: course material delivered outside of the regular course meetings within a scheduled time range at the convenience of the student;

#4- Independent preparation: reading, study and preparation for course meetings, group work, and assessments (homework);

#5- Online Group meeting: an independent video or audio meeting held by student groups completing a project together. The professor(s) might join some of these meetings to help facilitate discussions and to assist in the project preparations.

Prof. Picard's classes will start right away with the **Online Synchronous format (#2)**.

After we have set working groups, we will evaluate the preferences of students relating how to best deliver some of the other course material according to these delivery formats.

As contingencies emerge, we will revisit this planning and adjust as needed. **Look for announcements and please refer to our course outline, which will be updated regularly and posted both on Blackboard and on our course site in MS Teams.**

TEXTBOOKS / Online Ressources:

Readings will be posted on the [Course Blackboard site](#) (see below the “Class OUTLINE’s hyperlinks to the major readings & video materials).

REQUIRED:

- **Connaitre l’actualité** (*finding out what is happening in France and in the world is essential in this class; some ressources in simple French are available*):
 - <https://www.1jour1actu.com/infos-animees>
 - <https://www.1jour1actu.com/ecouter-france-info-junior/>
 - <https://education.francetv.fr/matiere/actualite>
 - Radio France International: le Journal en français facile : <https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-fran%C3%A7aise/journal-en-fran%C3%A7ais-facile>
- **Grammaire** : https://www.cordial.fr/grammaire/grammaire/GTM_0.htm
- **Dictionnaire** : <https://www.cordial.fr/dictionnaire/>

RECOMMENDED:

1. **LIVRE** : *Grammaire progressive du français* (intermédiaire et avancé) – CLE International.
2. **Prononciation** : <https://www.youtube.com/user/frenchsounds>
3. **Connaitre l’actualité (current events)** :
 - Radio publique : <https://www.franceinter.fr/>

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- Emission culte quotidienne (*infotainment*) : *Le Quotidien* :
<https://www.tf1.fr/tmc/quotidien-avec-yann-barthes>

This semester, we will be working with **TWO NGO's** who are ready to welcome you *asap* and help you get engaged and meet young French volunteers from Parisian Universities:

SOS Racisme	Contacts (TBC)	AUP Online CONFERENCE (Oct. 8th - 18:00)	Anti-racisme et anti-discrimination	
AMNESTY INTERNATIONAL	Contacts (TBC)	AUP Online conférence (Paris- USA) (Oct. 14th (18:00)	Droits humains	Fa dro Dé de et int au

Course Learning Outcomes

Students will understand short announcements, radio interviews, short presentations and videos, provided that they know something about the subject and that the presenter talks slowly and clearly.

Students will be able to interact with people using standard language in a relatively long discussion on everyday subjects.

Students will be able to talk and write about familiar subjects that interest them.

Students will understand the main points and the important details in stories, articles and announcements of a certain length.

General Education

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- GLACC Learning Outcomes

This course can be used to fulfill the *Integrative Inquiry (coded CCI)* requirement and as such has the following learning outcomes (Learning Outcomes for GLACC components are defined on the [AUP GLACC Website](#)):

6. *Local and Global Perspectives*: students will enhance their **intercultural understanding of languages, cultures** and the histories of local societies, and the global issues to which these relate.

7. *Exploring and Engaging Difference*: students will **think critically about cultural and social difference**. They will identify and understand power structures that determine hierarchies and inequalities relating to race, ethnicity, gender, nationhood, religion or class.

8. *Civic and Ethical Engagement*: students will demonstrate **awareness of ethical considerations relating to specific societal problems**, values or practices and learn to **articulate possible solutions** to prominent challenges facing societies and institutions today so as to **become an engaged actor** across various levels of our interconnected world.

Course Outline

Due to the on-going and unpredictable nature of the Covid-19 pandemic, the course has been structured by Prof. Picard to allow for remote online option ONLY.

All classes will be recorded and made available online for students unable to attend the Online synchronous sessions due to travel restrictions or the need to quarantine.

The typical structure of this course has also been adjusted to allow us to meet our learning objectives through several possible routes should other disruptions or contingencies emerge during the semester.

There will be 4 delivery formats of the course as **#1 is NOT an option in this class**:

#1- In-Class/Online Synchronous meeting will take place in-person, with students unable to attend in person joining during scheduled course period;

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Prof. Picard's classes will start right away with the Online Synchronous format (#2).

After we have set working groups and students have chosen an NGO to do training and volunteer work, we will evaluate the preferences of students relating how to best deliver some of the other course material according to these delivery formats. As contingencies emerge, we will revisit this planning and adjust as needed. **Look for announcements and please refer to our course outline, which will be updated regularly and posted both on Blackboard and on our course site in MS Teams.**

(tentative outline)

Semaines 1 à 2	Semaines 3 et 4	Semaine 5 et 6	Semaines 7 à 11
Qu'allons-nous apprendre et faire dans ce cours ? Quelles sont les associations avec lesquelles je pourrai travailler ? Comment va se passer le travail en temps de pandémie ?	Quelles sont la philosophie et les actions de <i>SOS Racisme</i> et d'<i>Amnesty International</i> ? Quelles différences entre les luttes anti-racistes en France et aux Etats-Unis (autres pays) ?	Test écrit et bilan du cours en entretien individuel ; Je peux demander une aide individualisée selon mes résultats pour la suite du cours.	Avec différents médias (vidéo, lectures, chansons...) et la visite de l'Histoire de l'Immigration, comparant avec mon pays et d'origine, j'approfondis : • mes connaissances de la culture et société française • les questions socio-politiques de la colonisation, de la migration, du racisme, de l'altérité 2) je rédige des comptes-rendus écrits correctement (je peux demander l'aide) ; 3) je fais des vidéos que je présente à mon professeur et mes camarades
• J'apprends les valeurs fondamentales de la République française et le contenu de la Déclaration universelle des Droits de l'Homme. • Je prends connaissance du travail de deux associations qui luttent pour la protection des droits humains et contre la discrimination. • Je rencontre leurs représentant.es et échange avec eux/elles.		• Je commence mon travail de bénévolat avec une ou plusieurs associations ; j'en rends compte régulièrement à mes camarades. • Je peux travailler en binôme avec un camarade de AUP qui veut s'engager dans une association. • Je suis les formations au sein de l'association. Elles seront offertes (en anglais) à AUP.	

CLASS SCHEDULE, Readings, video links & Homework (tentative):

*All homework requirements will be posted on Blackboard

Septembre

Semaine I – 23 – 25

Présentation du cours et des associations

Auto-évaluation du niveau de langue des étudiants.

Partage des expériences parisiennes et/ou françaises.

Travail individuel : mots-clés sur les valeurs françaises à rechercher et présenter

Semaine II – 28 – 2

30 septembre – dernier jour pour abandonner ou ajouter un cours

Octobre

Les valeurs de la République : vidéo :

<https://www.youtube.com/watch?v=3Ux09SLA5OU&feature=youtu.be>

C'est quoi la laïcité ? <https://www.youtube.com/watch?v=TFdOCfU859w>

La laïcité en 3 mn (CoExister) : https://www.youtube.com/watch?v=fx50d_aqaUo

Semaine III – 5 – 9 – SOS Racisme

Regarder une vidéo: C'est quoi le

racisme ? <https://www.1jour1actu.com/info-animee/cest-quoi-le-racisme>

SOS Racisme et la loi en France : <https://sos-racisme.org/racisme-au-quotidien-ce-quil-faut-savoir-pour-se-defendre/>

Le 8 octobre : soirée-conférence avec membres de SOS Racisme

BLM en France et aux USA : **enquête** en binôme (poster résultats en ligne)

Discussion/débat (avec membres de SOS Racisme ?)

Semaine IV – 12 – 16 – Amnesty International

Amnesty International : <https://www.amnesty.fr/qui-sommes-nous>

La déclaration universelle des droits humains : Vidéo : <https://enseignants.lumni.fr/fiche-media/00000001161/la-declaration-universelle-des-droits-de-l-homme.html>

CO :

<https://enseignants.lumni.fr/parcours/0108/rene-cassin-presente-la-declaration-universelle-des-droits-de-l-homme-a-la-tribune-de-l-onu.html>

Articles pour travail individuel et vidéo EN :

<https://www.standup4humanrights.org/fr/declaration.html>

NB: Le 14 octobre : soirée-conférence (en ligne) avec membres d'Amnesty International France et Etats-Unis: BLACK LIVES MATTER and POLICE VIOLENCE IN FRANCE & THE USA

Quiz en ligne sur lectures, vidéos, SOS Racisme et Amnesty International

Choix d'une association

Semaine V – 19 – 23

Début du travail de bénévole, formations ?

Vocabulaire : récapitulation

Grammaire et prononciation (devoirs individualisés)

A. **I écrit** (culture, vocabulaire et grammaire) sur thèmes et discussions des cours, des lectures, vidéos et connaissances des associations (10%).

Semaine VI – 26 – 30 -

28 octobre (mi-semester)

Correction du test et bilan (RDV individuels)

Novembre

Lecture : L'Immigration en

France : <https://information.tv5monde.com/info/la-france-une-suite-de-vagues-migratoires-52917>

Quiz de compréhension en ligne sur le film

Semaine VII – 2 – 6

Regarder le film :

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

VISITE du [Musée de l'Histoire de l'immigration](#)

Compte-rendu du films et de la visite (questionnaire en ligne)

Semaine VIII – 9- 13

11-13 novembre: PAS DE COURS - **Fall break (no classes)**

Choisir une **chanson** sur le thème de l'altérité et de

l'immigration : <http://www.chocolatlitteraire.fr/epi-les-refugies-dans-le-monde-c29121736>

Regarder un film en français (avec sous-titres français): *La Pagode* et *Welcome* (ou autre film, fiction ou documentaire, sur l'immigration et les réfugiés ou le racisme et la coexistence)

Semaine IX – 16- 20

Présenter une chanson : « Les réfugiés dans le monde » : <http://www.chocolatlitteraire.fr/epi-les-refugies-dans-le-monde-c29121736> à Méthodologie :

http://ekldata.com/uRbGrHJnqgWpc_q-ElcCPsaQQvI/expose-chanson-sur-les-migrants.pdf

Novembre 16 (notes de mi-semester dues)

Semaine X – 23 – 27

Rédiger une critique du film choisi (Powerpoint & vidéo à enregistrer) ; voir document PDF sur Bb (« Méthodologie : Comment présenter un film à l'oral ? ») + « Boîte à mots » pour donner des impressions :

<http://ekldata.com/MXa5vxErc1xlhG1MHbUDb9h7lkl/boite-a-mots-impressions-de-lecture.pdf>

Discussion sur les critiques de films des étudiants

27 novembre 27 (dernier jour pour abandonner un cours)

Dernier jour pour choisir l'option *credit/no credit*

Semaine XI (30 – 4)

Récapitulation du vocabulaire (Quiz en ligne)

Exercices de grammaire et dictées en ligne

Présentations orales et écrites (vidéos): mon travail de bénévolat (è Remplir questionnaire sur expérience)

Décembre

Semaine XI (7 – 11)

Oraux individuels

Préparation de l'examen final

11 décembre (dernier jour de cours)

12 – 15 décembre (jours d'études)

16 – 22 décembre (examen final)

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students must be mindful of this policy when making their travel arrangements, and *especially during the Periods*.

ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and should contact their professors to explain the situation. It is the student's responsibility to be aware of any policy that a faculty member might have set in the course syllabus. The French Department, for example, has an attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for participation in study trips related to their courses.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. During the pandemic, students will have the option of attending classes remotely when special circumstances apply. If students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any **specific attendance policy that their professor might have set in the course syllabus of French Studies' policy below**). In particular, students attending remotely from distant Time Zones should contact their professors about the specific attendance policy for remote learners.

Attendance at all exams is mandatory.

In all cases of missed course meetings, the responsibility for communication with the professor, and for any missed work, rests solely with the student.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Excessive absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the department to decide if the student will receive an "F" for the course. An instructor may also recommend withdrawal, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Periods*.

The Department of French Studies' attendance policy:

Our **in-class or online synchronous course sessions** will start on time, and students are expected to be present at all class commences. If you are unable to come to the in-person session for medical reasons or personal emergency, you are expected to attend online through the MS Teams system with your camera on. In the case of emergency, you may be authorized to miss one or more course sessions, however the expectation is that all students will review recordings and observe all other commitments in terms of deliverables and deadlines.

To receive approval for an excused absence, the student should take the following steps:

- Contact your teacher immediately by e-mail to notify your absence.
- Inform your group if you are responsible for a presentation that day in class and be sure that another member can cover your role.
- If you have critical materials, be sure your group has received those materials from you.
- Ask a friend or a member of your group to forward you any handouts during the missed session and any activities that took place during your absence, as well as the assignments and homework required for the next session.
- Supply a doctor's note or some other form of documentation to justify an excused absence.

Multiple absences may be referred to the Student Affairs office for approval.

Significant absences, even if excused, will have a negative impact on your mastery of the course and consequently, on your final grade.

The following attendance policy is thus strictly enforced by the department:

5 absences: Grade lowered by one notch (For example, B becomes B-)

6 absences: Grade lowered by an additional notch (For example, B becomes C+)

7 absences: Grade lowered by one letter (For example, B becomes C)

8 absences: FAILED (F)

- Being late 15 minutes or more, 3 times = 1 absence

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University is strongly committed to effective English language mastery at the undergraduate level. Most courses require reading and formal written and oral presentations in English, and AUP students are expected to strive to achieve proficiency in English in all domains as part of their course work. To that end, professors include English proficiency among the criteria for evaluation, often referring students to the university Writing Lab where they may obtain help on specific assignments. Proficiency in English is monitored at various points throughout the student's academic career, during the admissions and advising processes, while the student is completing general education requirements.

accomplishment of degree program courses and senior theses.

Grading Policy

	Percentage	LO #	Learning Objectives b
Types			
2 tests niveau B1 écrit et oral (x 10%)	20%	(LO 1, 2, 4, 5 ; GLACC LO 6 & 7)	Compréhensions écrites, questions de société et française (LO 1-5)
Quizzes, questionnaires, discussions et débats	20%	(LO 1, 2, 3)	Expression orale, écoute, autres, confiance en son opinion
Assiduité et investissement dans le cours et dans l'association.	20%	(LO 3 ; GLACC LO 7 & 8)	
Productions orales (groupe et individuelles, en direct et en vidéos)	20%	(LO 1, 4, 5 ; GLACC 6-8)	Compétences rhétoriques et culturelles ; Expression, prononciation, correction en-forme de l'information, compréhension.
Examen final	20%	(LO 1-5 ; GLACC 6-8)	Test B1 en ligne + vidéo

Other
