

Course form to fill in (2022-2023)

Course title:

French Culture

Staff responsible for the course:

Caroline LANGER

Lecturers:

First Name + Name
Caroline LANGER

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format "the student should be able to..." using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

The general goal of this course is to develop an intermediate-level proficiency in understanding French civilization, culture and society.

It will provide students with some basic and practical tools to take advantage of their stay in Paris and handle the various everyday situations they will get to experience, with more insight and distance, from a cultural point of view.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

Curiosity and intermediate knowledge of English.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

- Introduction : France overview: geography, history, arts, sport, political system
- French stereotypes, patterns of French behavior and attitudes, including thoughts, communications, the French attitude at work (how to work with French)
- Historic Notions From the Age of Enlightenment to the fifth Republic
- symbols and organization of the current republic (the actual political system)
- French Arts : Timeline of Art in France: important artists and masterpieces from the very beginning until the XXth century

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- Magistral Course		
- Interactive Course	16	1
- Tutorials		
- Coaching		
- PBL Course		
<u>Training from a distance</u>		
- Video-conferences		
- Webinars		
<u>Self-learning</u>		
- Books 'readings		
- E-learning		
- Research		
<u>Outdoors-training</u>		
- In firms		
- Internship		
<u>Personal work</u>		
- Group Projects		
- Individual Projects		
- Personal work	4	1
Total working time for the student	20	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

The assessment for this course is 100 % Continuous Assessment

Details about assessment will be provided by the teacher during the first class > individual written test + group oral evaluation + oral participation

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment			100%
	Mid-term exam	1	1	20
	Participation	16	1	30
	Oral presentation			
	MCQ			
<u>Final exam</u>	Oral final exam			
	Written final exam	1	1	50
<u>Others</u>	Case study			
	Group Project			
	Individual Project			
	Written assignment			
	Exercises			
Total				100%

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

- « Cultural Misunderstandings : The French-American Experience », Raymonde Caroll

- "Me Talk Pretty One Day", David Sedaris

- "The Cambridge Companion to Modern French Culture", Nicholas Hewitt

- "French or For ? : Getting the Most Out of Visiting, Living and Working in France", Polly Platt

- "Paris to the Moon", Adam Gopnik

- "Speak the Culture France : Be fluent in French Life and Culture", Andrew Whittaker

- "Teach Yourself French Language, Life and Culture", Celia Dixie

Reviews :

- The French Review : <https://www.press.jhu.edu/journals/french-review>

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL
<ul style="list-style-type: none">• French Cultural Studies	<ul style="list-style-type: none">• https://journals.sagepub.com/home/frc
<ul style="list-style-type: none">• The French Review	<ul style="list-style-type: none">• https://www.press.jhu.edu/journals/french-review
<ul style="list-style-type: none">• The National assembly	<ul style="list-style-type: none">• http://www2.assemblee-nationale.fr/
<ul style="list-style-type: none">• Discover France	<ul style="list-style-type: none">• https://www.discoverfrance.net