NYU Paris
FREN-UA 9102,
Advanced Conversation

Instructor Information

- Patrick Guédon
- TBA
- patrick.guedon@nyu.edu

Course Information

- FREN-UA 9102-001
- Advanced Conversation
- This course is designed for students with relative fluency in French who wish to strengthen their pronunciation and command of spoken French; Develops the skills presented in Spoken Contemporary French through an in-depth study of phonetics (corrective and theoretical), and analysis of the modes of oral discourses in French. Emphasis is on understanding spoken French (modes of argument, persuasion, emotion, etc.) through analysis of authentic documents and development of student discourse in French.
- Prerequisites for NYU students: Spoken Contemporary French (FREN-UA 9101) or assignment by placement test. The final decision concerning your correct placement in a French course is up to your instructor and the coordinator of Language Programs.
- Monday and Wednesday 4:45pm – 6:15pm in room 504

Course Overview and Goals

Upon Completion of this Course, students will be able to:

- express themselves in a variety of oral situations (conversations between peers, oral presentations, debates etc.).
- understand spoken French in different situations (medias, movies, songs ...)
- make the distinctions between spoken and written styles.
- improve their accuracy and fluency of usage in the spoken language.
- feel more comfortable with French language and will be sure to consider themselves as Francophone.
Course Requirements

Class Participation
Students are expected to be active and responsive members of the class. Non-excused absences can affect the student’s participation grade, starting at the first absence. It is the responsibility of the student to ask for notes and assignment, etc, from their classmates, in order to prepare for the following class meeting.

Quizzes and Assignments
2 quizzes

6 transcriptions: A digital recording (1-2 minutes) will be sent on your e-mail address one week before the due date. After listening to it several times, you will be expected to transcribe everything you hear, including punctuation marks, feeler words (euh, quoi, bon, ben, bah, beh, hein, tu vois, ‘fin, quoi…). Pay attention to your orthography and the coherence of your text.

In-class presentations:
One ten-minute group presentation (1-2 students), which will be followed by questions from your peers. You will not be allowed to read during the presentation but a few notes. To accompany the oral presentation the student must create a handout (with photocopies for each student), which includes the following: the outline of the presentation, a list of new vocabulary, quotes (optional). This handout as well as the PowerPoint presentation will be sent to the professor at least 24 hours prior to the presentation.

A press article presentation

Exam
A 15 minute oral interview with your instructor

Grading of Assignments
The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation, role plays</td>
<td>20%</td>
</tr>
<tr>
<td>In-class presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes + transcriptions</td>
<td>40%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
Letter Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>16-20</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>15</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>14</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>13</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>12</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>11</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>Average</td>
</tr>
<tr>
<td>C-</td>
<td>9</td>
<td>Below Average</td>
</tr>
<tr>
<td>D+</td>
<td>8</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>D</td>
<td>7</td>
<td>Low Pass</td>
</tr>
<tr>
<td>D-</td>
<td>6</td>
<td>Low Pass</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Sept. 3, 5| **Présentation** des étudiant.e.s  
Présentation du cours, de ses objectifs, du syllabus et des modalités d’évaluation  
Méthodologie de l’exposé oral  
Méthodologie de la transcription  
**Anecdote parisienne** : Raconter une histoire personnelle – Demander des précisions – Expliquer – Justifier  
**Phonétique** : Le système phonatoire - le souffle - la syllabation (1) - Les syllabes accentuées |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| **Sept. 10, 12** | **Chanson** : *Les voyages en train* (Grand corps malade) [http://youtu.be/GaQbU-TD8hA](http://youtu.be/GaQbU-TD8hA) + PAROLES [http://youtu.be/WN9d9gHXcl0](http://youtu.be/WN9d9gHXcl0)  
**Diaporama** : « La chasse aux anglicismes » (1)  
**Le débat** : Exposer – Illuster  
**Les marques de l’oralité**  
**Phonétique** : la non-diphtongaison - [p]/[b], [t]/[d] et [k]/[g] français vs anglais (non-aspiration) - Sensibilisation à l’égalité syllabique |
| **Sept. 17, 19** | **Article de presse n°1 + discussion**  
**Diaporama** : « La chasse aux anglicismes » (2)  
**La St Valentin / l’être idéal**  
**C.O.** : *L’être idéal*  
**C.O.** : *Leçons de séduction*  
**Chanson** : *Ne me quitte pas* (J.Brel) ([Jacques Brel - Ne Me Quitte Pas](https://www.youtube.com/watch?v=TD8hA) et [Yseult: Ne me quitte pas](https://youtu.be/WN9d9gHXcl0))  
**Le débat** : Débattre – Donner son avis – Concéder  
**Transcription n°1** : *Le camembert* |
| **Sept. 24, 26** | **Article de presse n°2 + discussion**  
**C.O.** : *Écrire à l’être aimé*  
**Chanson** : *Formidable* (Stromae) ([Stromae - Formidable (ceci n’est pas une leçon)](https://www.youtube.com/watch?v=TD8hA) et [Stromae - Formidable [Lyrics HQ]](https://youtu.be/WN9d9gHXcl0))  
**Vidéo** : *Solange te parle Camembert.*  
**Phonétique** : La syllabation (2) - le « e muet »  
**Le débat** : S’opposer – Minimiser – Protester  
**Phonétique** : Groupes rythmiques et intonation - Présentation de l’API  
**Quiz sur le diaporama « La chasse aux anglicismes »** |
| **Oct. 1, 3** | **Proverbes et dictons français**  
**Vidéo** : *Amélie Poulain / Les proverbes* ([Proverbes amélie poulain.avi](https://www.youtube.com/watch?v=TD8hA) et [Amelie proverbs](https://www.youtube.com/watch?v=TD8hA))  
**Le débat** : Persuader – Nuancer  
**Phonétique** : Le [R] dans différents contextes (positions finale, intervocalique, initiale)  
**Transcription n°2** : *Les crêpes* |
<p>| <strong>Oct. 8, 10</strong> | <strong>Article de presse n°4 + discussion</strong> |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Oct. 15, 17     | **Les registres de langues (1)**  
|                 | Français familier vs français standard / français soutenu  
|                 | **Jeu** : Flash-cards français familier  
|                 | **Les expressions imagoées / idiomatiques**  
|                 | **Le débat** : Introduire son intervention – Garder la parole – Revenir au débat  
|                 | **Phonétique** : Les voyelles orales [i], [y], [u] - [e] vs. [ɛ] - [œ] vs. [ø]  |
|                 | **Article de presse n°5 + discussion**  
|                 | **Les registres de langues (2)**  
|                 | Le discours formel  
|                 | Le verlan  
|                 | **Phonétique** : Les voyelles nasales  
|                 | **Transcription n°3** : À l’envers ou en verlan ?  
|                 | **Quiz de vocabulaire**  |
| Oct. 22, 24     | **Différentes variétés de français** (Toulouse / Québec / Mali …)  
|                 | **Vidéo** : Solange te parle québécois  
|                 | **C.O.** : Parlez-vous français ?  
|                 | **Phonétique** : L’assertion/ L’interrogation/ L’enchaînement vocalique  |
| Oct. 29, 31     | **Paroles d’étrangers**  
|                 | Les Français venus d’ailleurs  
|                 | **Vidéo** : Paris, Je t’aime - Le foulard  
|                 | **Clichés sur les Français**  
|                 | - Pourquoi les touristes nous détestent-ils ? : https://youtu.be/oI40RiqOJso  
|                 | - pour finir, une animation sur les clichés : https://youtu.be/OClIAyHEFTrQ  
|                 | **Phonétique** : L’enchaînement consonantique/ La liaison  
|                 | **Transcription n°4** : D’ici ou d’ailleurs  |
| Nov. 5, 7       | **Les Français qui partent à l’étranger : exemple des étudiants Erasmus**  
|                 | **Vidéo** : Témoignage de Martin, étudiants Erasmus en Suède  
|                 | **Vidéo** : Étudiants Erasmus à Berlin  
|                 | **Vidéo** : Bande-annonce « L’Auberge espagnole »  
|                 | **Vidéo** : JT de France 2/ Les Français au Québec  
|                 | **Vidéo** : Immigrer au Québec : https://youtu.be/GeAqAjCanVQ  
|                 | **Phonétique** : Les semi-consonnes [j], [w], [ɥ]  |
| Nov. 12, 14     | **Le français en danger**  
|                 | **Vidéo** : Le français en danger en Suisse !  
|                 | **Phonétique** : entraînement à la lecture orale (1)  
<p>|                 | <strong>Vidéo</strong> : Les Français et les langues étrangères  |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Transcription n°5</strong> : « Vous sentez-vous français ou européens ? »</td>
</tr>
<tr>
<td></td>
<td>Présentation orale + débat n°1</td>
</tr>
<tr>
<td>Nov. 19, 21</td>
<td><strong>Les diversités</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Vidéo</strong> : [La binarité, c’est pas mon genre</td>
</tr>
<tr>
<td></td>
<td><strong>Vidéo</strong> : <a href="https://www.youtube.com/watch?v=JQwYVvJnEtQ">Quels pronoms pour une personne non-binaire ? - Princesse répond</a></td>
</tr>
<tr>
<td></td>
<td>Présentation orale + débat n°2</td>
</tr>
<tr>
<td>Nov. 26, 28</td>
<td><strong>Présentation orale + débat n°3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Diaporama</strong> : « Symboles culturels français »</td>
</tr>
<tr>
<td></td>
<td><strong>Phonétique</strong> : entraînements à la lecture orale (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Transcription n°6</strong> : L’homoparentalité</td>
</tr>
<tr>
<td>Dec. 3, 5</td>
<td><strong>Présentation orale + débat n°4</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Chanson</strong> : <em>La dernière minute</em> (Carla Bruni)</td>
</tr>
<tr>
<td></td>
<td>Bilan du cours</td>
</tr>
<tr>
<td></td>
<td><strong>Conseils et entraînement pour l’examen final</strong></td>
</tr>
<tr>
<td>Dec. 10-12</td>
<td><strong>Semaine des examens</strong></td>
</tr>
</tbody>
</table>

**Course Materials**

**Required Textbooks & Materials**

- *Advanced Conversation - Recueil de documents* – Patrick Guédon

**Course Policies**

**Attendance and Tardiness**

- Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in
discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade for every week's worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

- **Unexcused absences affect students’ grades:** unexcused absences will be penalized with a 2% deduction from the students’ final course grade.
- **Absences are excused only for illness, religious observance, and emergencies.**

**Illness:** For a single absence, students may be required to provide a doctor's note, at the discretion of the Associate Director of Academics. In the case of two consecutive absences, students must provide a doctor's note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

**Religious Observance:** Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Associate Director, in coordination with the instructor, will reschedule them.

**Please note:** if you are unable to attend class, you are required to email your professors directly to notify them.

**Late Assignment**

Late submission or work will be accepted only with justifiable reasons of health or family emergency.

**Academic Honesty/Plagiarism**

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

**Plagiarism:** presenting others’ work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
• altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

For further information, students are encouraged to check www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Patrick Guédon received a Master in British Literature & Civilization from Paris 7 (Denis Diderot), a Master in French as a Foreign Language from Paris 3 (Sorbonne Nouvelle) and a D.E.S.S. from Paris 3. He currently teaches French language at New York University in France, Middlebury College – School in France and at the Stanford Program in Paris. He also teaches phonetics in the Middlebury College French Language School Summer Intensive Program in Vermont. His research interests include languages (he speaks French, English, Spanish and German) and teaching and learning.

In 2013, he published « La grammaire du français en 40 leçons et 201 activités – niveau B1 » (Éditions Maison des Langues) and in 2015, he wrote the cultural section (Abécédaire Culturel) in “Alter Ego + 4” textbook (Hachette Français Langue Étrangère).