



## CIEE Toulouse, France

<b>Course title:</b>	French for Business
<b>Course code:</b>	FREN 3001 TOFR
<b>Programs offering course:</b>	Business and Culture
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	4
<b>Contact hours:</b>	60
<b>Term:</b>	Spring 2020

### **Course Description**

The French for Business course exposes learners to communicate effectively about working life and extend cultural awareness of different business cultures. The course covers vocabulary, grammar and language frames with particular reference to business and professional situations.

### **Learning Objectives**

By completing this course, students will:

By the end of the course, students should have improved in presentation skills and have extended their business vocabulary. They should be able to handle usual professional interactions as well as using phones confidently and manage job interviews and meetings.

### **Course Prerequisites**

4 college semesters of French or equivalent

### **Methods of Instruction**

Instruction will be supported by a mix of authentic and secondary materials, including business specialized textbooks, newspapers, magazines, videos and student's feedback on language used in Toulouse. The course will rely on interactions and role plays as well as outdoor activities.

### **Assessment and Final Grade**

1.	Midterm Exam	25%
2.	Final Exam	25%
3.	Class Presentation	25%
4.	Class Participation	25%
	TOTAL	100%

### **Course Requirements**

#### **Midterm Exam**

1. Listening comprehension (25%): listening to the recording 3 times to answer --> MCQ, true or false, short answers to open questions, item lists, etc.
2. Reading comprehension (20%): answering sentences to open questions about a given text (about 40 lines), explaining/listing lexicon, etc.



3. Writing and grammar (30%): writing a 60 lines-long paragraph about a subject from the syllabus --> emphasis on grammatical aspects, syntax and lexicon.
4. Interaction (25%) : taking part of a conversation about a given subject --> emphasis on grammatical aspects, syntax, vocabulary but also phonetics.

### **Final Exam**

1. Listening comprehension (25%): listening to the recording 2 times to answer --> MCQ, true or false, short answers to open questions, etc.
2. Writing and grammar (20%): writing a 50 lines-long paragraph about a subject from the syllabus emphasis on grammatical aspects, syntax and lexicon.
3. Reading comprehension (20%): answering sentences to open questions about a given text (about 40 lines), explaining/listing lexicon, etc.
4. Interview and interaction: (35%):
  1. One-to-one interaction with a partner, imagining an interaction from a given situation developed in class --> focus on syntax, lexicon, clearness of speech, attitude and posture, use of language level, politeness.
  2. With the whole class, debate from a given subject --> focus on argumentation, agreement or disagreement lexicon, attitude and posture, politeness, spontaneous speech

### **Class Presentation**

Oral presentation based on a subject chosen by the student --> news event, book or comic, film, etc.

- Elaborate description
- Context
- Personal response to support or media and justification, examples.

The student writes the presentation beforehand, the teacher corrects it and give it back so that the student can work on their presentation skills (no memorization) --> 15-minute-long presentation + 10 minutes for answering questions.

### **Class Participation**

Regular participation during the class, attendance and punctuality are essential.

### **Attendance**

Regular class attendance is required throughout the program. Students must notify Center Director and instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Center Director and provide appropriate documentation. An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- evidence is provided of a family emergency



Attendance policies also apply to any required co-curricular class excursion or event. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Persistent absenteeism (students exceeding 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to a written warning from the Center Director, notification to the student's home school, and/or dismissal from the program in addition to reduction in class grade(s). Students with unexcused absences exceeding 20% of the total course hours will fail the course.

Late papers will be marked down 5% after the first day and 1% every day afterwards

Being late is disruptive to the entire class and will negatively affect a student's participation grade. Being 10 minutes late just once is still disruptive but can happen to all. Being late more than once, however, will have consequences for the student's participation grade. Students arriving more than ten minutes late to the class will be considered absent for the session.

### **Weekly Schedule**

#### **Week 1**

Class 1.1 Course Introduction. Presenting. Learning.

- Introducing myself to someone.
- Relating past experiences.
- Speaking about one's studies.

Assignment: Writing a dialogue between two people meeting for the first time.

Class 1.2 Foreign languages and academics.

- Speaking about one's learning process.
- Speaking about academic background

Assignment: Write a short text in order to introduce your professional project(s).

#### **Week 2**

Class 2.1 Introducing oneself in a professional context/asking questions about co-workers.

- Describing job environment
- Professional personality description

Assignment: answer in writing job interview question type

Class 2.2 Introducing oneself in a professional context/asking questions about co-workers.

- Job interview questions
- Interactions with colleagues (social and professional talk)



**Week 3**

Class 3.1 Looking for/analyzing/writing job ads.

- Checking/Reading and understanding job ad vocabulary
- Describing a job position

Assignment: Imagine a job ad for the perfect work, using specialized vocabulary.

Class 3.2 Writing resumes and cover letters.

- Writing a resume in French
- Writing a cover letter in French

Assignment: complete resume and cover letter by resorting to examples seen in class

**Week 4**

Class 4.1 Having job interviews.

- Job interview role-plays playing alternatively employer and employee

Assignment: rewrite job assignment role played in class

Class 4.2 Managing phone conversations/Skype meetings

- Initiating a phone call
- Facing technical communication issues

Assignment: Create a dialogue simulating a phone/skype conversation about a job interview.

**Week 5**

Class 5.1 Managing phone conversations/Skype meetings (continued)

- Getting someone to wait, ending a conversation
- Calling back, referring to previous conversation

Assignment: create a following up phone/Skype conversation referring to previous call

Class 5.2 Writing professional and formal e-mails/letters.

- Writing profesional email to a colleague
- Writing profesional email to a customer/provider

Assignment: writing a professional email ordering office material

**Week 6**

Class 6.1 Meetings: making appointments, changing the day and/or time of an appointment

- Talking about dates and schedules



- Setting up a week's schedule

Assignment: Create a schedule in order to prepare a group appointment with your classmates.

Class 6.2 Meetings: making appointments, changing the day and/or time of an appointment

- Role playing: setting up team month schedule
- Writing emails setting up appointments/changing appointment day and time

Assignment: start reviewing weeks 1-6 for midterm

### **Week 7**

Class 7.1 Midterm Review

Class 7.2 Midterm

### **Week 8**

Class 8.1 Attending/running meetings.

- Opening/closing a meeting
- Facilitating meeting participation

Assignment: review and practice meeting logistical vocabulary to participate in role-play next class

Class 8.2 Meetings and writing.

- Writing a meeting's agenda
- Taking notes in a meeting
- Writing a meeting report

Assignment: writing a meeting report of meeting role-play done in class

### **Week 9**

Class 9.1 Describing and comparing working conditions.

- Talking about colleagues and hierarchy
- Discussing working legal status and attached rights

Assignment: Research and explain differences with greetings in France and in the USA.

Class 9.2 Describing employment contracts.

- Contract types (temporary versus permanent)
- Employers' and employees' rights

Assignment: compare and contrast French and US contract terms (for a similar position)

### **Week 10**

Class 10.1 Professional Development.

- Discussing training opportunities
- Designing professional Project

Assignment: write a short essay about your professional perspectives and development expectations

Class 10.2 Professional Development. (continued)

- Compare and contrast work stability versus work evolution in France and in the US
- Work ethics in France and in the US

Assignment: write a one-page paper comparing the relationship between work and identity in France and in the US

### **Week 11**

Class 11.1 Reading/explaining graphs.

- Chart and diagram format types
- Interpreting a diagram

Assignment: create a short ppt presentation including charts and diagrams to discuss an economic subject of your choice

Class 11.2 Dismissals.

- Dismissal conditions in France and in the US
- Describing legal reasons for dismissal in France and in the US (economical reasons versus misconduct)

Assignment: go over vocabulary seen in class and prepare a role-play in which you dismiss an employee

### **Week 12**

Class 12.1 Dismissals. (continued)

- Dismissal legal procedures in France and in the US
- Right of appeals in dismissal situations

Assignment: write a one-page essay comparing dismissal laws in France and in the US

### **Week 13**

Class 13.1 Working in an international context.

- Professional intercultural concepts
- Cultural obstacles at work and how to overcome them

Assignment: write an intercultural dialogue demonstrating cultural misunderstanding at work

Class 13.2 Working in an international context. (continued)

- The wealth of multicultural working collaboration
- Identifying studying Abroad assets to discuss in a job interview

Assignment: write a dialogue with a potential employer for your ideal job in which you demonstrate your intercultural skills

#### **Week 14**

Class 14.1 Final exam review

Class 14.2 Final exam

#### **Course Materials**

##### **Readings**

Burr Dan E & Goodwin Michael , Economix (comic) , Les Arènes, 2014

Jégou, Delphine; Mari Paz, Rosillo. Quartier d'affaires B1.Clé International, 2014

Penfornis, Jean-Luc. Affaires.com B2-C1. Clé International, 2015.

Newspapers article (online or paper): Journal Le Monde (<https://www.lemonde.fr>); Journal 20 minutes (<https://www.20minutes.fr>); Journal France Info (<https://www.francetvinfo.fr/>)

Economics Magazines : Challenges - <https://www.challenges.fr/>; La Tribune

<https://www.latribune.fr/>; Les Échos - <https://www.lesechos.fr/>; Alternatives Économiques -<https://www.alternatives-economiques.fr/kiosque>

##### **Online Resources**

Various audio and visual supports (job ads, contracts, short films, resume examples, posters, adverts, etc.): <https://www.youtube.com>; <https://www.ina.fr/>; <https://www.francetvinfo.fr/>;

<https://lesexpertsfle.com/>; <http://www.allocine.fr/>; <https://www.pole-emploi.fr>

<http://www.crij.org/>; <https://www.businessfrance.fr>