1) DESCRIPTION OF THE COURSE

In order to develop complex oral skills and to strengthen the use of grammatical structures and specific lexicon, this course will examine a wide range of authentic and current material that will allow students to reflect and express their opinions on a relevant and inclusive selection of topics:

Paris vs The Projects,
Immigration in France (Representation in the media and Data),
Feminism and Social Media,
French Advertising,
The Americanization of French Culture,
The History of French Imperialist Propaganda,
Slang and Street Art,
Art and Women,
Impressionism and its Haters,
French-American Stereotypes,
Occupied France and the History of Collaboration/Resistance,
French Public Education System and Social Inequalities,
Francophony and Colonization,
Etc.

This course promotes and fosters critical viewing, reading and analysis of all material that will allow students to gain transcultural and translingual competences through discussions, debates and oral exposés.

2) LEARNING OBJECTIVES AND OUTCOMES

The objectives of this course are to:

1. Emphasize authentic communication and strengthen extended oral output (whole message skills),
2. Gain a solid command (oral and written) of syntactic categories and complex sentences in situational contexts,
2. Reinforce the use of general lexicon and gain command of domain-specific vocabulary,
4. Observe and discuss French/ Francophone social and political issues.

By the end of the semester, students will be able to express complex opinions on multiple topics and be functioning French speakers.

3) SAMPLE READING LIST AND COURSE MATERIALS

Wide range of primary sources (photography series, political speeches, caricatures, historical documents, francophone countries’ constitutions, advertisements, newspaper articles, films, paintings, short novels, etc.) that address current, relevant and inclusive topics.

The last week of the semester will be dedicated to reading a short novel, La Petite Fille de Monsieur Linh by Philippe Claudel, which addresses the question of immigration in France (representation, history, languages and policies) through the story of a Vietnamese born character, Monsieur Linh.
The course will also discuss 5 movies:

*Au Revoir les Enfants* (Louis Malle, 1987),
*Intouchables* (Nakache et Toledano, 2011),
*Paris je t’aime* (Ossar et Benbihy, 2006),
*Entre les Murs* (Laurent Cantet, 2008),
*La Cité Rose* (Jimmy Laporan-Trésor, 2011)

And 3 documentaries/podcasts:

*Nice, le génie méconnu de Berthe Morisot* (Documentaire - Arte Découverte, 2018)
*Féminisme : une affaire d’hommes ?* (Reportage – France 24, 2017)
*L’or de Camille Claudel* (Podcast - France Culture, 2017)

4) ASSIGNMENTS

Assignments in this course are project based and anchored in real world issues. The main objectives of the assignments are for the students to use their newly acquired syntactic and lexical skills to establish authentic communication with native speakers, address current topics, express complex opinions and support critical thinking.

3 written productions:

**Production n°1**: interview (+written report) of a French/francophone guest chosen by the student from a list.
**Production n°2**: reflective piece on a topic studied in class.
**Weekly posts**: weekly contribution (a paragraph) to a discussion board to reflect on a specific theme/topic discussed in class.

Self evaluation quizzes (not graded)

3 exams (50 mn each)

2 oral presentations:

“Revue de la Presse” : critical analysis of a newspapers article on a topic of your choice
“Critique d’art” : presentation and discussion of an artistic piece (impressionist, street art, photography)

1 final project

5) GRADING AND EXAMS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation, homework</td>
<td>20%</td>
</tr>
<tr>
<td>In class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Written Productions (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project Presentation (Reading Week)</td>
<td>10%</td>
</tr>
</tbody>
</table>
6) TESTIMONIALS

“I took this course in order to finish my distribution requirement. I have never been very good at French, but I think I learned more French in this course than any other course that I have ever taken.” (Sp 18-19)

“My knowledge of grammar greatly increased in this course and this course was pivotal in my decision to continue taking French.” (Sp 18-19)

“The class format was very helpful—I think I got a lot better at French from having the class be so discussions–based, and having really engaging material to discuss.” (Sp 18-19)

“Phenomenal. everything was relevant. Got to learn about francophone culture and history which we never get to do in the more Eurocentric French courses. More courses in the French department should be like this! Because of France's history there should be more courses on the history, cultures, and societies of Francophone countries.” (Sp 18-19)

“Class was great! The content was interesting, current, relevant, and a much more fun way to learn French than just going out of a grammar booklet.” (Sp 18-19)

“The material and atmosphere was overall fantastic!” (Sp 18-19)

“The readings and visuals in the course were fantastic because they were always extremely relevant and engaging.” (Sp 18-19)

“The readings were engaging and interesting, and I like how Prof. Trevise integrated the readings with grammar. It really allowed you to see how certain structures that we are learning are being used in articles and literature.” (Sp 18-19)

“I thought that the class was great. Learning grammatical techniques through relevant themes makes them more interesting and applicable, and therefore all the more easy to learn.” (Sp 18-19)

“I could feel myself improve over the semester, and I feel confident continuing in future language classes at Princeton.” (Fall19-20)

“This is by far the best language course at Princeton out of the four that I have taken. […] I really enjoy covering the parts of French history and culture that you don't normally learn about like colonization, immigration, and Paris' suburbs. I originally wasn't planning to take another French course after this, but I guess I will because this one was so good.” (Fall19-20)

“I really liked the course restructuring, as there were less materials to carry around and the course content was more relevant to contemporary French culture. I felt very immersed in French pop culture and felt that my speaking skills definitely improved.” (SP19-20)

“It was a very strong course. I would say that I improved greatly and, towards the end of the course, I felt very comfortable listening to small videos in French and expressing my ideas in the language.” (SP19-20)

“The readings were all very relevant to both the course material and the social issues surrounding the Francophone world, stimulating conversation easily and organically.” (SP19-20)

“The were interesting and generated important conversations. Also, they helped me improve my vocabulary considerably.” (SP19-20)

“My French improved miles due to our conversations and our in–class exercises.” (SP19-20)

“The course is designed fantastically, I have no notes. “(SP19-20)