

FREN 290

DOING BUSINESS WITH THE FRENCH AND FRANCOPHONE WORLDS

Automne 2015 – T-Th 10 :20-11h30

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Office Hours: Tuesday 1:00-3:00 & Monday 10:30-11:30, and by appointment

COURSE DESCRIPTION

This course seeks to develop students' cultural knowledge, business sense, and special vocabulary in preparation for working in an international environment. The program, *A la recherche d'un emploi: Business French in a Communicative Context* by Amy L. Hubbell uses authentic materials to build communicative and cultural competencies in a student-centered and media-rich classroom. The text *Au Contraire! Figuring Out the French*, reflects on cultural differences. Practical skills for doing business with the francophone world, including writing C.V.s and cover letters in the target language, will also prepare students for the job market in the United States. Prerequisites: FR 210 and FR 215



COURSE OBJECTIVES

- Build cultural knowledge, business sense, and vocabulary for working in an international environment
- Learn basic business structures and practices
- Assess personal goals in view of strengths and weaknesses to develop a job portfolio
- Develop business communication skills
- Create relevant and useful documents, including a resume and cover letter
- Establish relationships with Lehigh Valley businesses with Francophone ties

COURSE COMPONENTS & PERCENTAGES

Quiz de Vocabulaire 15%

Students will be tested on technical terms found at the beginning of each chapter

Fiches D'Identité: Entreprise francophone dans le Lehigh Valley 5%

Students will research and present on local companies having ties to France or Canada

Un Pays francophone 5%

Students will research and present on a French-speaking area of the world with which the US does business

Discussion – participation Films (2)

Students will watch and prepare discussion questions for two full-length films. Answers to the questions will be collected, and grades will reflect quality, completeness, and participation in discussion.

Au Contraire! Figuring out the French (6) 25%

Students will read this book and prepare discussion questions for six pre-assigned classes. Answers to the questions will be collected, and grades will reflect quality, completeness, and participation in discussion.

“Le Zapping” – nouvelles quotidiennes (4 par semaine) 10%

Students will visit <http://www.canalplus.fr> to watch “Le Zapping”, a 6-8 minute video featuring the news headlines of the day. Four times a week for ten weeks students will list the topics featured in the report; every week’s four daily lists will be submitted on Blackboard and evaluated for completeness. “Le Zapping” assignments will appear under Course Content at the start of 12 weeks during the semester (beginning the week of Sept. 6, ending with the week of Nov. 29; Thanksgiving week is not included. Each student choose 2 weeks to NOT submit reports.

Documents: ‘resumé’ (CV) et ‘cover letter’ 15%

Students will submit drafts of these documents for in-class peer review (ateliers) as well as for instructor feedback before submitting a final version for a grade. Students will study in-text guidelines as well as French career videos provided by our program in preparation for these assignments.

Etude d’un Cas – Entreprise Américaine en France/ au Québec 10%

Students will research American companies that have established themselves in France or Quebec; they will present their findings in a final oral report.

Devoirs divers

Students will complete handouts for vocabulary review and in-text activities in preparation for classwork. These may be collected at any time for evaluation.

Attendance 5%

Final 10%

Final contents will include vocabulary not yet tested, and materials from final reports.

Please note that all work is done in the target language

REQUIRED MATERIALS

A la recherche d'un emploi: Business French in a Communicative Context by Amy L. Hubbell. Focus Publishing, 2011.

Au Contraire! Figuring out the French by Gilles Asselin and Ruth Mastron. 2nd edition. Nicholas Brealey Publishing, 2010.

ADDITIONAL CLARIFICATIONS

-) Students must register in the Blackboard course shell for access to document postings, streaming video, announcements, and for submitting some coursework. Access code:
-) Students should expect to need between four and six hours to prepare for each meeting. Indeed, work done at home is crucial to your success in this class. Wherever possible, assignments should be typed as I will collect them regularly.
-) The program includes several short videos viewed on the publisher's website. You will also watch two full-length French film (*Ressources humaines* and *Bienvenue chez les Ch'tis*) for in-class discussion (on reserve in Reeves and streamed on Blackboard through Ensemble).
-) Students will do oral presentations. Please submit to me a written copy of your presentation. All presentations must include a technology component.
-) Please note that on Nov. 19, Thursday, we will Skype with Alumnae Lauren Scevola, who currently works and lives in Paris. Please be sure to be present for this important conversation.

HELPFUL WEBSITES (Links are on Blackboard)

Businessfrench.weebly.com (pour les nouvelles)

Canalplus.fr: "Le Zapping" ("le meilleur de toutes les chaines tous les jours")

Commentconjuguer.com

[Facebook.com/frenchforbusiness?fref=ts](https://www.facebook.com/frenchforbusiness?fref=ts)

Insuffle.hautefort.com (pour la letter de motivation)

Joble.france (moteur de recherché pour offres d'emploi par ville)

Lepointdufle.net (pour le CV)

Métier.net (pour chercher un poste et pour écouter des videos au sujet d'une centaine de métiers; pour savoir quelle formation correspond à chaque métier)

Nble.org (pour le CV et la letter de motivation; pour stages)

Portail-du-fle.info (pour des cartes interactives)

Wordreference.com (dictionnaire)

COURSE POLICIES

-) There are **no make-ups for Vocabulary Quizzes** except in the most serious of situations which I will evaluate on a case by case basis. **Contact me** by phone or by e-mail **BEFOREHAND** to inform me of the reasons for your absence.

-) I fully expect all students **to attend class and to participate in work done in class**. In order to participate well **assignments must be completed carefully BEFORE** coming to class.

In order to have a class-room environment that is conducive to learning I ask that the following conditions be respected:

-) **Arrive in class on time** in order to begin work promptly. Late arrivals of more than 15 minutes will be counted as an absence.

-) **Participate fully in class work**. Unsatisfactory classroom behavior, such as little or no verbal response, uncooperative interaction with others for group work, or a disrespectful attitude may lead to a conference with me and/or your academic advisor and/or the Academic Dean of the College.

-) **Use the restrooms before class**. Plan to leave the room during class *only in emergencies*.

-) **Put cell phones away; their use in class is not permitted**. I reserve the right to hold your phone until the end of class, if I am distracted by your use of it.

Thank you for your cooperation!

I encourage you to make use of my **office hours** if you need any help. If you cannot come during my official hours, feel free to stop by at other times, e-mail me or call the office.

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support.



Please note that the syllabus is subject to change.

PROGRAMME

(pages in parentheses are from the main text for the course)

Sept 1 Introduction to Course / Blackboard / Ch. 1: *La Géographie et l'administration de la France et quelques régions francophones*

Regions (1-7)

Project I – Description – Local Companies with Ties to France or Quebec

3 *Au Contraire !* Part One

Project I - Régions (suite)

Site web - Dr. Reisinger, Duke U.: *Triangle francophone Business Community*

8 *Bienvenue chez les Ch'tis* – Discussion (8-11)

Vocabulaire Chapitre 1

Last day for course changes

10 Project I – Reports

Fiches d'identités – régions en France, *Au Contraire !* Part II, Ch. 13

15 Le Monde Francophone & EU (16-29)

Quiz de Vocabulaire – Ch. 1

17 Fiches d'identité – pays francophones

Au Contraire ! Part II, Chapitres 5-7

22 Ch. 2 *L'Economie et les entreprises*

Vocabulaire

24 Ch. 2 *Les Structures des entreprises; Une Comparaison des entreprises; Les plus grandes entreprises Françaises et Québécoises* (46-60)

29 Ch. 3 *A la recherche d'un travail*

Vocabulaire

Au Contraire ! - Part II Chapters 8-12

Oct 1 *Décoder un offre d'emploi (79-84) ; Votre profil (70-73); Traduire votre formation (76-7)*

6 site web : [www. Métiers.com](http://www.Métiers.com)

8 suite

Quiz de Vocabulaire, Ch. 3

13 *jour de congé*

15 *Le Réseautage (85-88)*

Vidéo Careego “Stratégies de Réseautage” (96-97)



20 Ch. 4 *Le Curriculum Vitae*

Vocabulaire

Au Contraire ! Part 2 Chapters 14-15

22 Le CV français , québécois, américain (100-110)

Vidéos du Succès: “Comment réussir un CV gagnant” (130)

27 Document Officiel : CV personnel - 1^{ère} version

ateliers en classe

29 Quiz de vocabulaire – Chapitre 4

CV – Version finale

Faire le bilan pour le cours



Nov 3 *Au Contraire !* Part 3, Chapitre 17

Chapitre 5 *La Lettre de Motivation*

Vocabulaire

5 La Lettre de Motivation (135-152)

Vidéo du Succès “La Lettre de Motivation” (154-5)

6 *last day for withdrawal with W*

10 Quiz de Vocabulaire, Ch. 5

La Lettre de Motivation (153-4) – 1^{ère} version – atelier en classe

12 Chapitre 7 *La Communication professionnelle*

Vocabulaire

Au contraire ! Part 3 Chapitres 16, 18-19

17 Lettre de motivation – version finale
Projet II – Introduction – *Etude d'un cas*
Préparation – Conversation par Skype avec Alumna Lauren Scevola – double spécialisation Art / Français – à Paris

19 Conversation par Skype avec Lauren Scevola
Introduction – *Ressources humaines*

24 *Ressources humaines* – Discussion

26 - *conge de Thanksgiving*

Dec. 1 Projet II – Etudes des cas – Présentations
Commandes et transactions bancaires (210-213) Analyser des lettres (200-205)



3 Projet II – Etudes des cas – Présentations

Lettre de remerciement

Vidéo du Succès: “Bien écrire une lettre” (206)

8 Documents officiels : Lettre de remerciements - ateliers

10 Dernière classe