**FREN 4500/6500: Intercultural Seminar**

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# **Course Description**

FREN 4500 and its graduate counterpart FREN 6500 are required for undergraduate and graduate majors respectively of the ALIS program. Designed to function as the culminating “Capstone” intercultural seminar for undergraduate language majors, this course will be taken as 6500 by those ALIS majors pursuing the BS-MS degree.

This course provides an experience in intercultural reflection that integrates coursework and students’ previous overseas learning with the study of intercultural communication theory and critical review of models of intercultural competence assessment.

The primary aim of the Intercultural Seminar is to build a consciousness of the problems and traps in using one’s own cultural “eyes” to analyze another culture, a process that leads to judgment and incomplete or invalid generalizations. We will learn to analyze a culture in the context of that culture itself as well as in an intercultural context.

# **Learning Objectives:**

Via this course, students will

* discover, reflect on, and understand the relationship between the following concepts:
  + culture
  + communication
  + context
  + power
  + history
  + social identity
  + cultural identity
  + linguistic identity
  + ethnic and racial identity
* gain a new perspective on language and intercultural communication by understanding the relationship between
  + language and identity
  + language politics and policies
  + language and globalization
  + language and social classes
* learn to understand intercultural transitions
* gain the ability to think dialectically about intercultural relationships, i.e., gain an informed and non-judgmental perspective on social issues , acknowledge and understand the existence of multiple perspectives, recognize their weight and influence in the social field, imagine possible solutions
* manage intercultural conflict
* appreciate the benefits in striving for efficient intercultural communication

# **Requirements:**

Students will be active participants in the classroom. They will do all assigned readings according to the syllabus and come to class fully prepared. All class discussions will be in French. Students will practice all four skills for the target language: listening, speaking, reading and writing.

# **Textbooks:**

**Required:** Judith N. Martin and Thomas K. Nakayama**,** *Intercultural Communication in Contexts, 7th edition.*

# **Films:**

*(To be viewed in class, refer to syllabus below)*

Allouache, Merzak. *Salut Cousin*

Benguigui, Yamina. *Inch’Allah Dimanche*

Falardeau, Philippe. *My Internship in Canada.*

Klapisch, Cédric. *L’Auberge espagnole; Ma Part du Gâteau; Paris*

# **Grading for students in 4500:**

35% Participation

30% Weekly Quizzes

10% 1 Report

25 % Final Exam

# **Grading for students in 6500:**

35% Participation

30% Weekly Quizzes

10% 1 Report

25 % Final paper 3,500 words.

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| --- | --- |
| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1: Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the intermediate-high or higher level on the ACTFL scale, and will reflect in the TL upon the formative moments, locations, and historic periods of French identity, as well as the concept of “intercultural competence.” |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will present twice on a topic connected to the formation of French identities and Intercultural Communication |
| **ML Learning Outcome 3:** Demonstrate writing proficiency in the target language | Students will demonstrate writing proficiency at the advanced-low or higher level on the ACTFL scale through regular film analysis homework, two exams, and two film reviews |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate reading proficiency at the Advanced –mid or higher level on the ACTFL scale through advanced work with texts such as summarizing argumentative structures of authentic research texts, presenting authentic content in their own words to their peers, in reflective discussion, etc. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will critically reflect on the individual and national processes of identity formation. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will understand the complexity of a many-faceted target culture from the various perspectives of age, gender, social class, chosen identifications… |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will develop working definitions of notions such as “culture”, “nation,” “Identity,” in this class, discuss patterns of cultural contact and exchange, and will be asked to critically reflect upon these concepts and identify changes in them over time. |

# **In-class Participation:**

*All class discussions will be in French. Students will come prepared: they will have read the assigned texts before coming to class and will be ready to discuss them.*

Your participation will receive a grade for each class. The average of that grade will be posted every three weeks. Here are the elements that will constitute the grade:

* level of preparedness (your answers should clearly indicate that you have read the assigned texts): 15%
* quality of answers in terms of content: 10%
* ability to answer questions when asked directly: 10%
* willingness to volunteer answers: 10%
* quality of answers in terms of form (expressing yourself in French): 10%
* focusing on the class and not engaging on unrelated tasks (texting, working on another class, etc.): 35%
* being a good class citizen: respecting one’s classmates, their opinion, their right to express themselves.: 10%

# **Quizzes**

*There will be a quiz on the first day of each week. Each quiz will bear on the readings that were assigned for that week. Every time that we see a movie in class, you will also have questions on that movie.*

Here are the elements that will constitute the grade:

* Content:
  + Your answers indicate that you have read the text and/or watched the movie: 35%
  + Your answers indicate that you have understood the text and/or understood the movie: 35%
* Form:
  + grammatical accuracy: 10%
  + variety of grammatical forms and structures: 5%
  + accurate use of vocabulary: 10%
  + variety of vocabulary: 5%

# **Final exam:**

*You will need to review all class material read to this point. Your notes will be essential. At this point, you should have well-organized notes on the readings, the videos and movies we watched in class, our various class discussions and the presentations done by you and your classmates. The final exam will test your knowledge as well as your comprehension of the issues we discussed*.

Here are the elements that will constitute the grade:

* Content:
  + Short answers to questions about discrete items from the material studied during the semester (manual; movies): 30%
  + Four short essays on topics studied during the semester: 40% (10% each)
* Form:
  + grammatical accuracy: 10%
  + variety of grammatical forms and structures: 5%
  + accurate use of vocabulary: 10%
  + variety of vocabulary: 5%

The exam may only be taken on the date indicated. In case of sickness or other reasons that prevent you to take the test on the indicated date, you have to inform the instructor prior to the test date and obtain valid documentation from a health official and/or from the office of the Dean of Students.

# **Presentation:**

Students have to sign up to give one oral presentation, which should be 7 minutes per student for 4500 students and 15 minutes per student for 6500 students. Please provide a PowerPoint that contains your presentation’s main points and pertinent vocabulary. Students will research the topic and will provide sources (MLA bibliography with Internet links) on the last slide of their presentation. Students should not read but should speak as freely as possible in front of the class. You are allowed to look at your notes (on flash cards) but you cannot read a prepared text.

Here are the elements that will constitute the grade:

* Content: 35% (7% each)
  + Topic clearly articulated
  + Depth of analysis
  + Accuracy of communicated information
  + Relevance of communicated information to the chosen topic
  + MLA bibliography with pertinent information on sources
* Form: 35% (7% each)
  + Not reading but addressing the class
  + Ability to captivate the class
  + Pronunciation
  + Grammatical accuracy and variety
  + Vocabulary accuracy and variety
* Time constraints: 30% (5% each)
  + Topic chosen by the deadline (before week 6)
  + Topic clearly communicated to class via online sign-up sheet (before week 6)
  + Topic discussed with prof during her office hours by the deadline (before week 9)
  + PowerPoint sent to prof at least two weeks before presentation.
  + Presentation done on assigned day
  + Respect of imparted time (presentation starts on time, ends on time)

# **Final Paper (6500 students only):**

In the final paper, students will show how well they can form an argument in French and discuss a topic that highlights and explains the different cultural norms in different environments, regions and countries using approaches from intercultural studies, film studies, and literary theory. Please state in your paper what theoretical approach you use and then outline your argument.

Here are the elements that will constitute the grade:

* Form: 45% (5% each)
  + grammatical accuracy
  + variety of grammatical forms and structures
  + accurate use of vocabulary
  + variety of vocabulary
  + general spelling
  + correct use of accents
  + general flow
  + sources clearly identified
  + correct use of quotation marks
* Content: 40% (5% each)
  + Choice of topic: relevance, interest
  + Topic clearly articulated
  + Convincing argumentation
  + Depth of analysis
  + Accuracy of information
  + Relevance of information to the chosen topic
  + Research done on topic, as evidenced in the paper and in the bibliography
  + MLA bibliography with pertinent information on sources
* Respect of deadlines: 15% (5% each)
  + Topic chosen by the deadline (before week 10)
  + Topic discussed with prof during her office hours by the deadline (before week 12)
  + Paper sent via email to prof before deadline (same day and time as scheduled 4xxx final exam)

# **Special needs:**

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>

# **GT Academic Honor Code:**

The Georgia Tech Academic Honor Code applies to this class.

<http://osi.gatech.edu/content/honor-code>

# **Attendance:**

More than 2 (two) unexcused absences will reduce your grade. You may fail (F) this class if you miss more than 5 (five) class periods unexcused. We will take attendance for every class meeting. Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://www.catalog.gatech.edu/rules/4/>

# **Authorized collaboration and unauthorized collaboration for this class:**

**Plagiarism:** Plagiarizing is defined by Webster’s as “to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.” If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code.Quote and attribute any words that are not your own. Do not cut and paste anything into your paper. You may insert quotes but you will have to identify the author according to MLA (Modern Language Association) guidelines, which can be found at [www.mla.org](http://www.mla.org)

**For Homework/Essays/Quizzes/Tests:** Unless specifically identified as group work, homework, essays, quizzes, tests, etc. are to be completed alone. You are allowed (and encouraged) to work together with other students on homework, as long as you write up and turn in your own words. You are also allowed (and encouraged) to ask me questions. Cheating off another person’s test or quiz is unethical and unacceptable. Cheating off anyone else’s work is a direct violation of the GT Academic Honor Code, and will be dealt with accordingly. For any questions involving these or any other Academic Honor Code issues, please consult me or [www.honor.gatech.edu](http://www.honor.gatech.edu)

# **Syllabus**

Week 01

Presentation of the course.

Viewing *L’Auberge espagnole* (Cédric Klapisch)

**Hw:** read *Intercultural Communication in Contexts, 7th Edition,* pages 2-34 before the start of week 02. Take notes on your readings.

Week 02

Defining Intercultural Communication.

**Hw** for following week: read 43-74.

Week 03

Understanding the history of the field

Viewing *Inch’Allah Dimanche* (Yamina Benguigui)

**Hw** for following week: read 82-115.

Week 04

Understanding key concepts: Culture, Communication and Context.

**Hw** for following week: read 121-155

Week 05

Understanding the importance of History.

Viewing *Salut Cousin* (Merzak Allouache)

**Hw** for following week: read 166-213

Week 06

Understanding Identity

**Hw** for following week: read 225-265

Week 07

Understanding the importance of Languages.

Viewing *Ma part du Gâteau* (Cédric Klapisch)

**Hw** for following week: read 275-307

Week 08

Understanding nonverbal codes and Cultural Space

**Hw** for following week: read 319-352

Week 09

Understanding intercultural transitions

Viewing *My Internship in Canada* (Philippe Falardeau)

**Hw** for following week: read 363-387

Week 10

Understanding intercultural communication

**Hw** for following week: read 397-431

Week 11

Understanding intercultural relationships

Viewing *Paris* (Cédric Klapisch)

**Hw** for following week: read 443-471

Week 12

Understanding conflict

**Hw** for following week: read 479-506

Week 13

Effective Intercultural Communication

Presentations

Week 14

Presentations

Week 15

Presentations