

FRANCE'S LINGUISTIC DIVERSITY

FR 528 | SUMMER 2017 | 3 CREDITS | MTWRF 2:00-3:50 PM

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General Information

Instructor Information

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If you know me, I hope you understand that I like communication and try to be as approachable and available as I can. If you don't know me, hopefully you'll get that sense in the first few days of the session. If you have any problem with the course, assignments, homework, etc., please let me know asap so that we can find a solution. These summer programs are intensive and can be intense. My goal is to make this course as good and useful an experience for you as I can. If you would like to discuss any aspect of the course or foreign language/culture teaching, or any project/assignment that you have, don't hesitate to let me know and we can set up a time and place to meet, either at school or at one of the neighboring café or brasserie. Really, don't hesitate. That's why I am there for.

Course Description and Expectations

This course is designed to introduce students to various aspects of the social and historical circumstances within which the French language has developed and continues to change. We will cover a broad range of themes from historical, political, cultural, and communicative perspectives, including language planning and policies, dialectal and contextual variation, and pragmatics and discourse analysis.

Students in this course will:

1. prepare each class session by studying the assigned materials and complete homework assignments
2. contribute to the course conversation
3. critique each other's work and revise their own work accordingly
4. be respectful of themselves, each other, and their professor

As instructor in this course I will:

1. prepare each class session carefully
2. cultivate a course climate that is respectful of all and treats everyone with fairness
3. answer e-mail within 24 hours (texting may work better if you need to talk quickly)
4. provide guidance on course materials in and out of class + provide timely feedback on assignments

Course Objectives and Learning Outcomes

Through course readings, lectures, discussions, assignments, exams, and projects, and thoughtful and assiduous preparation we will:

1. Identify the ways in which historical and social contexts have shaped/continue to shape French
2. Identify the impact of language policies have on specific social contexts of French language use
3. Analyze the way in which various demographic, social, historical, geographical, and political factors influence variation in the way French is used
4. Apply and extend course material to the original analysis of French in its social context
5. Identify and apply concepts of conversation analysis and pragmatics
6. Develop and foster collaborative practices among L2 educators
7. Develop your competences in French

Methods of Instruction and Course Delivery

This course is a summer course that meets daily in France. To this end, I will strive a balance between maintaining the academic rigor of a graduate-level course, which requires a minimum level of reading and preparation, and taking advantage of the fact that we, as French teachers, are on location, and that you need to take advantage of your surroundings. The success of the enterprise is largely predicated upon your completing all the assigned readings as well as your attending class and actively participating in class discussion and activities.

Course Materials and Resources

Textbook

There is no textbook *per se* in this course. All readings will be made available online. There is no book associated with this course. As time goes on, we will mention books that you can look at (and from which we may read excerpts) but you don't have to purchase any. At the end of the session, I will compile a list of all additional sources we have discussed over the course of the semester.

Readings

Readings won't always be, well, "readings" *per se*. Although we will primarily read book chapters and articles, sources, and resources of various kinds will be posted online for you to read/watch/listen to. The list of what we will be read is very far from exhaustive. Feel free to contribute to the list as well as you are aware of research we should all read.

Recommended Web Browser

The good thing about the online platforms we will use is that they work well on most browsers. All the same, I would recommend that you work in Firefox or Google Chrome. If you are a Mac user, Safari will work as well. Make sure your computer is up-to-date.

Course Website

This course will use Google Drive extensively to both post course materials (see “Readings” and “PowerPoints) as well as to host your projects and collaborate through the use of Google Docs. This will hopefully help in promoting an ongoing dialogue among you and your peers. If you currently do not have a Google Drive account, please create one. The easiest way to do so is to create a gmail address but you can also create an account and access it from a different e-mail address.

Technology Skills

Since we are 21st Century FL educators, a reasonable amount of technology skills should be assumed. If you don’t feel comfortable with tools like Google drive, please take the time to practice with it before you head out to Angers. Though I prefer not to work as Tech support, once we are on location, I will be better able to help you. You ought to be familiar with Word processing, accessing websites, playing online videos and music, sending and receiving e-mails, including attachments, and sending text messages.

Course Policies

Attendance

Given that you are yourself teachers and given who you are as students I am sure you understand the importance of assiduity. Given the nature of the class I am confident that we will all be there every day. Having said that, I am also aware that we will be in France and things may happen. So if there is a day where you feel overwhelmed or you are observing religious holidays or something major happens, and you won’t be able to attend class, please send me a quick e-mail or text message to let me know so that I am aware. Communication is key here.

Participation

This is the single most important aspect of the course. This course cannot be an individual pursuit. We will all learn from our backgrounds, experiences, successes and failures, and expertise. So please be as generous as possible with sharing those. Below you will find criteria for participation.

Inappropriate assistance and collaboration

As far as I am concerned, there is no such thing as inappropriate assistance and collaboration. All I am asking is that you give credit where credit is due. If you borrow an idea from a colleague that you tweak for the purpose of a class assignment, just say so. Both you and your colleague will benefit from the interaction (is said colleague is aware and willing). Teaching is difficult and teaching well is very difficult because of the time it takes to develop great materials and perfect the delivery. So please collaborate as much as you want or can. Just tell me. Having said that, please familiarize yourself with the differences between plagiarism and authentic academic authorship of the accepted international standards.

Late work and Make-up Work

This is, once again, a matter of communication. Make every effort to stay on top of our work but if you fall behind please let me know as soon as possible so that we can come up with a plan.

Disability Statement

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an intake appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. (See the Disability Resources webpage at WWW.SOU.EDU/ACCESS/DSS for more information.)"

Please let me know as soon as possible so that I can help you as much as possible and make accommodations if necessary in either the delivery format of the materials or the assignments for the course. Thank you.

Civility Statement

Please contribute to an open and respectful environment of discussion and exchange of opinion, and adhere to the student code of academic integrity in your research and writing. If you enjoy contributing, please encourage others to participate by commenting on their remarks or keeping a conversation going. If you do not enjoy contributing, you are going to have to work on it a little bit. Remember we are in the process of developing educated, socially responsible, global citizens. It starts with us as models.

The sociopragmatics of academic address forms

I don't mind being addressed as 'Sébastien' by graduate students, as you are all my professional peers or working towards it. If that makes you uncomfortable, or you think it inappropriate, you can address me as 'Doctor Dubreil', 'Professor Dubreil' (or 'Professor,'

'Dr.D,' or 'Prof.D' for short). If you address me as 'Doctor' it sounds really funny to me, and if you address me as 'Sir', it seems too formal. And if you address me as 'Mister Dubreil', 'Mister', 'Teacher', I might be offended (or not), because I worked very hard to get my PhD. It's more complicated than you thought, isn't it... :-)

(I adapted this from one my colleague and friend's, Dr. Jonathon Reinhardt, syllabi)

Grades

Grading components and weights

Participation	25%	Total 100%
Attendance	5%	
Language Autobiography	10%	
Week 1 Project	20%	
Week 2 Project	20%	
Week 3 Project	20%	

Grading scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

Outcomes and Assessments

Participation

This is the single most important aspect of the course and of your learning. This course cannot be an individual pursuit. We will all learn from our backgrounds, experiences, expertise, successes and failures. So please be as generous as possible with sharing those. Indeed, you will learn most from (1) reflecting on the course materials, (2) contributing to the conversation, and (3) engaging with your classmates (e.g., through the Google Drive site, not only by posting comments if you want to but also by engaging in a dialogue with your peers). I want students to participate so they can learn from each other and so that we can have a dynamic and engaging class. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers

about their own thoughts on a class topic, students must articulate those thoughts and submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and are thus able to integrate examples of how to use the information. It is especially true in a course like this one, which stresses the understanding of theory and application of theory. Participation is a combination of quantity and quality (see criteria below).

Criteria for participation evaluation	Grade
<p>The student</p> <ul style="list-style-type: none"> • contributes daily thoughtful and pertinent reflections on the reading assigned for the day • demonstrates an in-depth reading and understanding of the materials assigned for the day • always demonstrates an ability to make connections between the readings, conversations, and personal experiences that move the class forward • suggests alternative or interesting ways to approach the material and helps classmates analyze the materials in more depth through her/his comments • helps others grow in the class 	10
<p>The student</p> <ul style="list-style-type: none"> • contributes thoughtful and pertinent reflections on the reading assigned for the day • (usually) demonstrates an above average in-depth reading and understanding of the materials assigned for the day • usually demonstrates an ability to make connections between the readings, conversations, and personal experiences that move the class forward • demonstrates interest and respect for the opinion of others • makes contributions that can be less developed or less frequent than the above category 	9
<p>The student</p> <ul style="list-style-type: none"> • contributes adequate reflections on the reading assigned for the day but does not always look for in-depth reflection • demonstrates an average understanding of the materials assigned for the day • sometimes demonstrates an ability to make connections between the readings, conversations, and personal experiences that move the class forward • usually demonstrates interest and respect for the opinion of others • makes sporadic contributions to the class conversation in a manner that moves class forward 	8
<p>The student</p> <ul style="list-style-type: none"> • rarely contributes reflections on the reading assigned for the day or does not always look for in-depth reflection in contributions • demonstrates a below-average understanding of the materials assigned for the day • rarely demonstrates an ability to make connections between the readings, conversations, and personal experiences that move the class forward • sometimes demonstrates interest and respect for the opinion of others • rarely makes contributions to the class conversation in a manner that moves the class forward 	7
<p>The student</p> <ul style="list-style-type: none"> • fails to contribute reflections on the reading assigned for the day or does not always look for in-depth reflection in contributions • demonstrates an insufficient understanding of the materials assigned for the day 	6

- never demonstrates an ability to make connections between the readings, conversations, and personal experiences that move the class forward
- rarely demonstrates interest and respect for the opinion of others
- never makes contributions to the class conversation in a manner that moves the class forward

Additional Ways to Participate

Sometimes, especially at the beginning, you can find it difficult to raise your hand. Below are four strategies you can use to make it easier

1. **Strategy 1: Raise your hand.** If you want to jump in to the discussion and are not sure how, raise your hand. That will flag that you have something to say.
2. **Strategy 2. Keep a list of questions to ask.** You might want to create a list of questions you want to ask in class that are based on the readings for that day. You can build up this list when reading the articles and book chapters for class. These can be mechanical questions, but even better are ones that express your critical views on the subject matter. Make a point to ask each one, or start off our class with your questions.
3. **Strategy 3: Email, text, or tweet your questions.** If you are very quiet in class and having a hard time breaking out in class discussions, you might come to life through email or Twitter. If you have questions about the course materials or wish to comment on any parts of the class (upcoming classes or a class we just had), feel free to send emails to me. We can also set up discussion boards online on Google Drive. You are also welcome to tweet your questions to @SebDubreil.
4. **Strategy 4: Come to office hours.** You are invited to come to my office to discuss any course materials or class discussions. Share your perspectives there. We can bring up your points in the next class.

(adapted from my colleague and friend's, Dr. Harriet Bowden, syllabus)

Attendance

That is the easiest part of the course: coming to class on time and ready to work and have a good time, attending all classes, and being actively involved in discussions and activities. If you do foresee an unavoidable absence, please contact me in advance so that we might make arrangements to meet one-on-one. Being late 3 times will count as an absence.

Language Autobiography

In the first week, we will reflect on who we are as language learners and users. You will also reflect on the way you use language online (how, for what purpose, and what your footprint is).

Weekly projects

You will conduct three projects over the course of the session. Additional information will be given to you as time goes on, including an instruction sheet and a rubric.

Below are links to all three of the projects' instruction sheets:

1. [Project #1](#)
2. [Project #2](#)
3. [Project #3](#)

Course Calendar

NOTE:

The column “To Prepare” is to be done before the column “To Do” for that particular day.

Day	To Prepare	To Do
Day 1 (6/26) Introduction	Read: Henri Boyer -- Politique Linguistique Watch: Les Français et la langue pw: French432	Institutional context Language policy Language and Identity
Day 2 (6/27) Le bon usage	Read: Henriette Walter -- <i>Le temps du bon usage</i> Marguerite Yourcenar -- Discours de réception à l'Académie Française (first 6 paragraphs, from “Messieurs” to “... quand nous ne serons plus.”)	Le temps du bon usage L’Académie Française Marguerite Yourcenar à l’AF -- bon usage et subversion
Day 3 (6/28) Pragmatics	Read: Catherine Kerbrat-Orecchioni -- Le discours en interaction	Introduction to pragmatics.
Day 4 (6/29) Variations régionales	Read: Louis-Jean Calvet -- Les langues en contact Henriette Walter -- le Français dans tous les sens	Languages in contact Geographic variables Regional languages

Day 5 (6/30) Langue et classe sociale	Read: Louis-Jean Calvet -- Les variables linguistiques et les variables sociales Watch: Grand Corps Malade “Éducation nationale” Grand Corps Malade “Roméo kiffe Juliette”	Language and class Language and generation La langue comme discours politique: le cas du slam
Day	To Prepare	To Do
Day 6 (7/3) Project #1	Prepare: Prepare project #1 presentation on regional variation.	Project #1 Presentations
Day 7 (7/4) Language & Technology	Read: Michel Marcoccia & Nadia Gauduchéau “Smileys” Prepare: Language autobiography	Learning a language Language and technology
Day 8 (7/5) Purisme et Néologie	Listen: Marie-Anne Paveau - le rôle du purisme dans la langue et la société Read: “Femme, j’écris ton nom...” (pp. 5-18 - “Introduction” et “aperçu historique”)	Le rôle du purisme dans la langue et la société française L’écriture inclusive et la féminisation des noms de métier Néologie et enrichissement de la langue
Days 9 (7/6) Language & Education	Watch: Video clips to analyze. See separate direction sheet here.	Language et Education
Day 10 (7/7) Linguistic Landscapes	Read Elana Shohamy, Eliezer Ben-Rafael, & Monica Barni, <i>Linguistic Landscape in the City</i> (excerpts)	Introduction to Linguistic Landscapes

	<p>François Bogatto & Christine Hélot “Linguistic landscape and language diversity in Strasbourg: The ‘Quartier Gare’”</p> <p>Robert Blackwood “Marking France’s public space: Empirical surveys on Regional Heritages in two provincial cities”</p>	
Day	To Prepare	To Do
Day 11 (7/10) Project #2	Prepare project #2 presentation	Project #2 Presentations
Day 12 (7/11) Linguistic Landscapes	Prepare presentation for project #3	Work on presentation for project #3
Day 13 (7/12) Project #3	Prepare presentation for project #3	Project #3 Presentations
Day 14 (7/13) Linguistic Landscapes	Prepare presentation for project #3	Project #3 Presentations