

FL 508
Assignment 2/3
Dr. Fischer
5/27/2008

French Business: Organizing a recreational cycling tour
to follow the Tour de France

Initially I couldn't place the course under it conceptual reading.

The CBI course that I propose will focus on several different aspects involved in organizing a recreational cycling tour which allows clients to follow a section of the Tour de France as it progresses through one of the mountain ranges. The students will assume the role of entrepreneurs who are organizing this tour for the first time; they will be responsible for planning the cycling routes, lodging, transportation, as well as other activities along the way. The course is designed for students at the college level with an ACTFL rating of Intermediate-Mid, although certain roles within the organization could be adapted for students with higher or lower proficiency ratings. While the primary focus of the course is business management, other subjects such as geography and culture may also be highlighted as the course progresses through the various stages of planning.

of this outline proposal

In the following pages I will outline in varying detail the description of activities and topics for discussion to be engaged in each week. The first week will be given more emphasis simply to set the tone for the course and to provide a clear vision for the goals and direction that this course will take. Subsequently, there will be a few other weeks, or units, which will be explored in greater depth to demonstrate how the course will be conducted and what type of learning material students will be expected to produce.

or use the term "outcomes"

could be misunderstood as the things they will make

Week 1

To begin the course, students would be shown short clips from previous events (likely ones in which Lance Armstrong is featured, even though I'm not a fan!) in order to both inspire them as well as to provide them with a framework of the role they will be assuming throughout the duration of the course. After viewing several clips, students will be introduced to a few organizations that currently provide clients with the opportunity to witness the Tour de France, as well as bike the same roads on which the Pros race. Students would then be asked to brainstorm what might be involved in the organization of such a tour, as well as to estimate the total cost and/or profit that might be generated as a result. They would then be presented with the situation that they as students need to 'buy into': the fact that they are a new company which seeks to organize their own recreational cycling tour designed for avid cyclists to follow the 2009 Tour de France. The remainder of that class period would be devoted to discussing the various roles within the organization that will need to be filled by the students, as well as any specific talents that students have that would be useful for the betterment of the business. This discussion would be ~~led~~^{led} by the students with guided assistance from the instructor, who would play the role of the president.

both -- and
OR
x + also

will read more than 1
period, if done in 2

or even other sports (kayaking, climbing)

In the second class period the instructor would bring in examples of other companies that offer similar excursions for bike enthusiasts. Students would be divided into small groups to discuss the positive and negative aspects of each tour. The linguistic focus here would be on comparisons, and at the same time this would provide them with ideas as to how they might be able to come up with a more unique concept by using these existing tours as resources for developing their own tour. After discussing various pros and cons in groups, students would

unique is absolute, so (the conservative
stylist's say) can't be more/most + unique

come together for a team-wide meeting to collaborate and share ideas – both comparing the two highlighted tour organizations, as well as providing new ideas for what our tour should look like. Students will be encouraged to support their reasoning (increasing their text-type) as they make judgments regarding the pros and cons of each tour, and anticipate the framework of the tour we will organize together. As we come to some consensus regarding the general structure of the tour, we would then step into discussion about the types of marketing that we will be doing to target potential clients. The instructor will require that the team design a website which will be updated throughout the course of the term with new information as necessary. Other options for marketing will also be discussed (ie. radio spots, newspaper/magazine ads etc.) and the group will analyze the effectiveness of each method in achieving our goals. Whichever type of additional marketing agreed upon by the students will eventually become another assessment tool in the course, since they will have to use language and content to design the material.

will need its own language attention

yup!

The final class of this week will involve setting a timeline of events for the remainder of the course. The students will already have the syllabus and course outline (see Appendix A), however it is important to keep this information on the forefront, and also present it in a way that will demonstrate flexibility based on their interests and the direction that the course will take as a result. Nevertheless, the date when the Tour de France administrators announce the tour dates and stage locations does not change; therefore, the investment of time and energy required to be ready for that announcement will be underlined as being of utmost importance. The instructor will alert the team that the work that will need to be done both before, in terms of preparation, as well as immediately afterward in reserving lodging and transportation will be some of the most intense days/weeks of work for the team. Then, turning their attention to the more immediate future, students will be assigned certain topics (Alps vs. Pyrenees, # of riders, type of lodging,

good!

very difficult to make happen! but you're right to have it!

food logistics, personnel) from week 2 in order to research and discuss in small groups over the weekend. They will then be asked to lead discussion and present their proposals to the team as their respective topics arise throughout the next week's meetings.

Week 2

This week will provide the foundation for many of the decisions to be made later in the tour, and therefore will also be given significant attention. To begin the week, the instructor will re-cap some of the highlights of week one, and highlight some of the brainstorming that was done that week in order to give a general framework for the tour itself, which the team will flesh out in the coming week.

In each team meeting, the group will pass from one topic to the next based on the assignments at the end of week 1. Students will be assessed as they present their respective proposals and lead a class discussion on their topic (See Appendix 2). Teammates will deliberate on each item (focus on negotiation of meaning, and supporting arguments) until a consensus is reached, and will then pass on to the next topic for discussion. The president will oversee these meetings to encourage participation from all members in order to ensure that all decisions are made by the group and not only a select few. One or two team members will be designated as note takers to document the decisions that are being made. This information will then be transferred to the various types of marketing devices to update information as the planning progresses.

If time allows, the instructor will conduct a brief lesson on bike vocabulary and safety. This will be done by means of creating a brief bike maintenance/safety workshop for clients. The end product could be a pamphlet or an outline for a lesson to be given to the clients before setting out on their first ride. This could take many forms based on the target audience which this

tour will attempt to attract. This project could also come later after the lodging and transportation has been secured, for example in weeks 8 & 9. Nonetheless, the in-class activities used to accomplish this end result will likely include short reading passages, and videos which focus on bike safety and or repair. One example to familiarize teammates with bicycle vocab would be a game in which each student has a card with a vocab word on it, and they must use circumlocution to make others guess the bike part they have. In another example, students would write a short description about a problem they are having with their bike (ie. brakes not working, chain skipping, handle bar loose etc.), and the other person must attempt to diagnose the issue, and/or describe what must be done to correct the problem.

At the end of this week, the instructor would tell the students to begin researching possible areas that they think the tour might be going (based on previous years and educated guesses, or possible information leaks found in online research), since the following week would be spent preparing for the big announcement of the tour dates and locations.

Week 3

This week would begin by collaborating as a team about any information collected over the weekend regarding ideas of where the tour might be headed. The rest of the time would then be devoted to researching possible locations for lodging – this could be done together in a computer lab so that all students can communicate with each other about the areas they are researching and information they are gathering. Toward the end of the week, they would pool all of their contact information gathered into one spreadsheet and make several copies in order to be ready for the tour announcement that will happen over the weekend. Then as a final activity for the week, students would be asked to begin designing a formal e-mail requesting lodging. All dates and locations would be left blank, but they must describe their company, the number of

rooms they will be requesting, and any other type of special accommodations that might be necessary for their group.

Week 4

This week will begin with high energy as the dates and locations have been announced. In a brief meeting to begin the week, the team will decide which stages they will target for optimal riding and viewing opportunities for their clients. Once this is finalized, they must decide the general locations where their guests will be staying each night so that they can begin to make reservations. The team will be divided into pairs or small groups depending on size, and each will be responsible for a particular location. They will send the e-mail requests designed the week prior (to the professor's address), and while they wait for responses they will make arrangements for transportation, and begin contacting the personnel they had agreed to hire earlier to finalize contracts. They would also make necessary updates to the website and other marketing devices they had agreed upon earlier.

Week 5 & 6

Once the locations and transportation has been secured, and the frenzy has calmed down, the students will now be responsible for designing a schedule to accompany the tour. This will be of greatest importance to the clients, as the types of routes and the opportunities to view the Tour de France will be their primary focus. This small unit will result in a second assignment which will be subject to assessment, and therefore will be viewed in greater detail as well.

The planning of such an activity provides the opportunity to focus on several linguistic and content areas. First, there is the issue of order of events (ie. what should happen first, second and third etc.), as well as the time it will take to accomplish each activity. Second, students will need to give clear directions, describe the terrain, and calculate the route profiles. Finally, they

will need to narrate in the past tense to provide interesting facts and history about the region or particular hill they might be climbing (ie. major events in Tour history).

The first day of the tour will be designed as an entire team, lead by the president, in order to provide a model and ensure that students understand how to go about producing their own information packet containing similar information for subsequent days. Throughout the first few class periods as the first day's packet is designed the instructor will include mini-lessons explaining the items mentioned above (order of events, time management, directions, historical narrative) and how to go about incorporating them into their own product. Small activities will be included to give students the opportunity to practice the various required skills. For example, students could be given a topographical map already printed out, with a starting and ending point, and they would be responsible for providing the directions and elevation profile for a potential route. Once the route has been decided, they must determine what time the group should leave in order to reach the destination within sufficient time to view the Pro riders come by. This will require a good deal of mathematical skills as they will need to determine average speeds of both the Pro riders as well as the tour riders in order to come up with an appropriate timeline. By engaging in activities such as these throughout the first few classes they will be gaining the experience necessary to complete their own packet which will be due at the beginning of week 7. For the scoring guide associated with this assignment, see Appendix C. For the remainder of the unit they would be given in-class time to research and design their pamphlets, while having access to the instructor to ask questions. Furthermore, throughout this process there will be several team-wide meetings to discuss progress and provide feedback for one another.

Week 8 & 9

Upon finalizing the organized group rides and TDF viewing times, the team can now set out to develop additional activities for their clients to engage in either during the evenings or on a potential rest day. Students will remain in the same working groups for this activity as they are already somewhat familiar with the specific area, and could more readily locate resources to assist them in the preparation of these activities. This assignment will be less rigorous than the previous one which had specific restraints; students will have more freedom to propose activities that they are personally interested in, although they should attempt to provide a variety of events in order to present their clients with an array of options. The only strict requirement for this assignment is that they document the correspondence that they had with the tourist agency or other local organization in that area wherein they request information. This assignment will serve as the feather in the cap for the tour, providing it with a unique flair that so many other tours neglect.

Week 10

The final week will remain very flexible in scope, but will primarily focus on tying up loose ends and updating all marketing information to be made public. Potential activities for the week will include improving the website (adding links to other sites), and discussing improvements that still need to be made before launching this tour, ie. creating a list of things that still need to be accomplished. Finally, students will be asked to write a reflection/self assessment piece in which they describe their personal involvement in the development of this tour. This document could be given as an in-class assignment or a take-home exam, and will serve as their quarterly review within the company. In the same document they will also be asked to evaluate one or two

other teammates that deserve special recognition, as well as describe any potential improvements that should be made in the future to improve the tour.

The scope and sequence listed above shall serve as a template from which to manage this course. However, this description shall only serve as a rough outline; all course content should be adapted as necessary to meet the needs and interests of the students each term.

Appendix A

Instructor:
Course: French Business 356
Fall 2008

Syllabus

Introduction:

This course will be taught entirely in French and is unlike traditional language classes in that we will not be proceeding from one topic to another in order to incorporate grammatical principles. Rather, this course will be a live simulation which will require active participation and preparation throughout the term. As soon as you enter the threshold of this classroom you are no longer regarded as a student, but a member of a new company whose members will be working together in order to accomplish a common goal.

Context:

This new company will be organizing a recreational cycling tour which will provide avid cyclists with the opportunity to follow the Tour de France in 2009. The details of tour – the length, the number of riders, the location and other logistics – are for you to discuss and decide upon as a team. However, the instructor will be presiding over this company as the acting president and will need to sign off on every aspect of the tour.

Your involvement:

As a member of this team you will be expected to come to all team meetings and be prepared to provide your insight and opinion in an effort to develop the best possible finished product. If you have any special talents - regardless of how insignificant you might deem them to be - that you could offer this team, please let us know from the beginning: (ie, a background in business, marketing, web design, even cycling!). Just as in any other company, you will be expected to work hard during the team meetings, but also outside of the scheduled meetings in order to accomplish the tasks that will be assigned to you.

Assessment:

Your grade for this course will depend heavily on your active participation in class, as well as your outside contributions to the achievement of the finished product. You will also periodically be given deadlines to meet, and the items that you turn in at those times will be graded for both content as well as language. Finally, at the end of the term you will write a reflection piece which will serve as your quarterly review.

Course Outline

Week 1 – Introduction, brainstorming

- introduction to course,
- assignment of various roles to be played
 - discover student talents and encourage them to step forward in active participation with those abilities
- research other bike tour companies to determine the investment, as well as to determine a competitive rate to charge potential clients.
- forecast activities to be accomplished, timeline
- brainstorm possible marketing techniques: website, radio-spots, newspaper ads etc.

Week 2 - Logistics

- **Tour set-up**
 - Discuss the **general route** of the tour - will it follow the TDF in Alps or in Pyrenees, how many days will they ride?
 - **Number of riders:** how many will we accept, what is the optimal number?
 - **Lodging:** will we offer hotel, hostel, or camping for lodging?
 - **Food:** do we include that in the price of the trip? Will clients eat out, or will we hire a chef?
 - **Ride leaders** – how many will we need, what should their qualifications be?
- **On the road:**
 - Type of vehicle to use for support
 - Design brief bicycle repair workshop

Week 3 – Estimation, research

- Guess where the tour might go:
 - Based on previous years and where it has gone, students make estimations as to the general route the tour will follow (possible inclusion of subjunctive here)
- Information gathering:
 - Based on the estimation of the tour route, students will begin to compile list of possible hotels/hostels (preferred lodging) as well as their contact information.
- Begin application process for hiring support crew and ride leaders
- Make necessary updates to website, or marketing info based on activities from week 2
- Prepare team members for the upcoming announcement of tour dates and stage locations

Week 4 – The Big Announcement and ensuing FRENZY!!

The announcement of the Tour de France dates and routes are publicized and action must be taken as soon as possible to procure lodging nearest to the desired tour location.

- Discuss stages to be viewed and decide which cities would be best for lodging
- Begin reserving accommodations immediately thereafter
- Also make arrangements to rent vehicles
- Make necessary updates to website and/or other marketing info

Week 5 & 6 – Order of events, directions

- Plan the schedule for each day's route – the team will be divided into smaller groups based on the number of days the group will be riding.
 - Each group must design an information packet including the following items:
 - Route distance and estimated time
 - Map with route clearly marked
 - Elevation profile for route
 - Information about the TDF stage being viewed
 - Interesting history and/or facts about the hill or region

Throughout this process there will be several team-wide meetings to discuss progress and provide feedback for one another.

Week 7 - Calculating expenses

- Finalize tour schedule and make it available for potential clients to access.
- Make calculations to estimate total cost and determine a fair price to charge per person
 - Decide how much each employee will be paid,
 - Figure out possible cost of bike rental

Week 8 & 9 – Cultural exploration

- Plan other events for possible rest day, or evening activities
 - In the same working groups, team members will investigate the town or surrounding area of the accommodations and propose several activities for the clients to engage in
 - Must provide a selection of activities that would suit a diverse population
 - Contact local tourist information centers in order to gather this information

Week 10 Narration

Finishing touches:

- Improve presentation of website
 - Add a description (using past tense) of the history of the Tour de France and other enticing features of the region(s) to be discovered. Possibly add links to the TDF site, or other local attractions, photos etc.
 - Also describe (using future tense) the benefits regarding this particular tour that potential clients are about to embark on.
- Discuss improvements that still need to be made before launching this tour, a list of things that still need to be accomplished
- Introduce other possible marketing tools not yet developed
- Write a self-assessment piece (to be used for their quarterly review) describing the process of organizing the tour. Elements to be included are as follows:
 - Evaluation of personal contribution to the team
 - Evaluation of two key players in the team that should be considered for promotion, including supporting arguments
 - Description of what could be done in the future in order to be more efficient/effective in organizing this tour

Appendix B

Assignment 1. Scoring Guide:

	Global	Proposal / content 40%	Style of presentation 30%	Accuracy of Language 30%
6	Presentation was captivating and professional, proposal well supported by sound reasoning.	Sound reasoning is used in order to support a proposal which is very well thought out and of highest quality.	Presentation of proposal is dynamic and engaging, as well as persuasive – although they are also conscious of other opinions and open the discussion to incorporate input from teammates	Presenters demonstrate ability at the ACTFL Advanced level.
4	More effort could be made to either improve the delivery of presentation, or mechanics behind the proposal, but provides a good foundation from which to discuss further as a team	The proposal provides a sufficient base from which to open up the floor for further discussion. Lacks solid reasoning to support the ideas, or could have benefited from more research	Presentation is informational and clear, although lacks a degree of professionalism. The discussion was opened well, but did not follow through by continuing to guide the direction of conversation.	Presenters demonstrate ability at the ACTFL Intermediate-Mid level.
2	Performance is of poor quality, members should be warned about company standards, and monitored closely in coming projects.	The ideas presented are loosely constructed and relatively unclear. No evident proposal is made, simply unfounded ideas being presented.	Presentation was possibly too short, or very difficult to follow. Little or no discussion was lead, and lacked significant amount of professionalism.	Presenters struggled to demonstrate Novice-High to Intermediate-Low proficiency level

Appendix C

Assignment 2. Scoring Guide

	Global	Content 40%	Language use 30%	Presentation 20%	Elements present 10%
6	Document is professional and contains a wealth of information. Could be used as template for future classes to draw from.	The information included is perfunctory throughout. Narratives contain great amount of detail which is interesting and engaging.	Written language is representative of the ACTFL Advanced level	The style of the pamphlet is unique and attractive, yet does not detract from content.	All required elements are present, as well as additional relevant information
4	Document contains only minor flaws that should be corrected before printing.	There is a logical progression of activities, and they match the tour goals. Only minor revisions necessary ie., time allocation, information errors	Where applicable, written language is representative of ACTFL Intermediate-Mid level	Appearance is satisfactory, information clearly presented, although some formatting issues and design should be modified before printing.	All required elements are present, though some could use clarification.
2	Document is incomplete and unprofessional	Several errors are found within the information, which is sparse at best.	Written language is at or below the ACTFL Intermediate-Low level	Pamphlet is unorganized - layout is confusing and distracting.	Several elements missing or incomprehensible