



CIEE Global Institute – Paris

Course name:	Writing Workshop
Course number:	FREN 3104 PAFR
Programs offering course:	French and Critical Studies
Language of Instruction:	French
U.S. Semester Credits:	3 semester credits / 4.5 quarter credits
Contact Hours:	60
Term:	Fall 2019

Course Description

Students will study French rhetoric in its application to university work and continue to deepen their grammatical knowledge.

Three main themes will be covered over the course of the semester:

- the expression of polemical argument and controversy,
- the expression of hypothesis,
- the expression of causality.

Each theme will culminate in a written assignment, one of which will take place in class.

After studying the historic quarters of Montmartre and Montparnasse, the equally renowned neighborhood of Saint-Germain-des-Prés will be a subject of exploration in the form of oral presentations as well as more general research, concluding with a class visit at the end of the semester.

Students will also be invited to share the results of various inquiries surrounding topics touched upon in class.

Finally, the course proposes a window into contemporary French society and culture through a regular exchange of information on current events (political, social, and cultural).

Learning Objectives

- To develop linguistic competency in both oral and written forms so as to help students adapt to their French classes and French life in general;
- To acquire aptitude in and knowledge of French university work, facilitating a smoother integration and better results in the French educational system;
- To expand the students' understanding of French culture and civilization.

Methods of Instruction

This course is organized around a wide variety of activities: oral and written exercises, observation/analysis of texts (journalistic, critical, or literary), work with audio-visual media (films, documentaries, interviews), and discussion. Students are expected to participate in all activities with interest and insight.



Assessment and Final Grade

Grades will be assigned on the basis of the French evaluation system ranging from 0 to 20.

The final grade (out of 20) will include:

One 4-page dissertation on a controversy/polemical subject	20%
One 4-page dissertation on hypothesis	20%
One 3-page dissertation on causality (in class)	20%
One oral presentation (Saint-Germain-des-Prés)	20%
One participation grade	20%
(including regular weekly exercises and general engagement with course work)	

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

Dissertation 1: a controversy

This double-spaced 4-page dissertation has as its subject a controversy chosen by the student in French or international context. An example could be the ban of the Muslim scarf in French public schools. As you present the arguments of the two sides involved in the controversy, you may choose one or stay neutral. However, the use of “je” is proscribed.

Some basic advice:

- Use the methods studied in class, underlining them in your dissertation;
- Verify the French translation and meaning of important concepts in a dictionary;
- In an introduction, point out the relevance of your topic; do not forget to write an opening to better transition into your conclusion. Your conclusion should also feature distinct sub-parts;
- Finally, do not omit connectors to link ideas together.

Dissertation 2: a hypothetical scenario

This double-spaced 4-page dissertation has as its subject a hypothetical scenario developed by the student out of a French or international context. An example could be as follows: what would happen if the process of climate change accelerated? Use the methods studied in class, underlining them in your dissertation, and verify the French translation and meaning of important concepts in a dictionary.

Dissertation 3: the expression of causality

This double-spaced 3-page dissertation has as its subject the causes leading to an event chosen by the student out of a French or international context. For instance, how can the



rise of extreme right movements in Europe be explained? Other topics will also be suggested.

Oral presentation: Saint-Germain-des-Prés after WW2 and during the 1950s.

Each student will give a 15-20mn oral presentation on one aspect of Saint-Germain-des-Prés introduced in class (the role of cafés in literary production, Sartrean Existentialism, Simone de Beauvoir's Feminism, the art scene, Boris Vian...). Durée : 15-20 mn. An abstract of the presentation as well as the slideshow should be turned in prior to the presentation. The methodology of the presentation, or *exposé*, will be discussed at length in class.

Class Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

More specifically, oral participation is a necessary component of this course, as it allows students to test out what they have learned in a class setting. Grammar exercises are also key and their completion is reflected in the students' ability to contribute to class at a proper level of French.

Time spent in class is dedicated to the acquisition of knowledge and to the application of new techniques for the improvement of the students' French. It is thus absolutely prohibited to use class time for personal tasks that have nothing to do with the study of French (writing emails, letters, text messages, etc.).

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent.*



Attendance policies *also apply to any required co-curricular class excursion or event**, as well as to *Internship, Service Learning, or required field placement*.

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent number of classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Potential reduction of the participation grade
10 – 20%	2	Written warning; reduction of final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule

Week 1

Session 1: Introduction and set-up of the course.

Grammatical review: the subjunctive.

Academic competences: chronological articulation of discourse.

Week 2



Session 2: What's new? Academic questions?
Grammatical review: the subjunctive (1).
Academic competences: logical articulation of discourse.

Session 3: What's new? Academic questions?
Grammatical review: the subjunctive (2).
Academic competences: logical articulation of discourse.

Session 4: What's new?
Grammatical review: the subjunctive (3).
Academic competences: Synthesis of chronological and logical articulation of discourse.

Session 5: What's new?
Expression of polemical arguments and controversy in their different forms.
Analysis of an "awareness text" that favors a lexical approach (nouns, adjectives, verbs), grammatical approach (conjunctions and prepositions), and a discovery of idiomatic expressions. Investigations by students around controversial themes.

Week 3

Session 6: What's new?
Expression of polemical arguments and controversy: follow-up to study.
Investigations by students around controversial themes (1).
Exercises on verbs and nouns useful for expressing controversy.
Investigations by students around controversial themes.

Session 7: What's new?
Expression of polemical arguments and controversy in their different forms (2): conjunctions, formal expressions.

Session 8: What's new?
Controversy: Final Practice - exercises and debates (3).
> *Weekly oral presentations begin and will run until the end of semester: n°1*
> *Dissertation 1 on a controversy to prepare for session 9.*

Week 4

Session 9: What's new?
Methodology: Le commentaire composé.

Session 10: What's new?



Le commentaire composé: Practice with an extract of “La Modification” by Michel Butor.

Oral presentation 2.

Session 11: What's new?

Expression of hypothesis.

A) Grammar: hypothetical system (part 1: 'si' clauses).

B) Tools for hypothesis: vocabulary (nouns, verbs, adjectives), grammar, idioms...

Session 12: What's new?

Expression of hypothesis (part 2).

Oral presentation 3.

Week 5

Session 13: What's new?

Expression of hypothesis (part 3)

Session 14: What's new?

Expression of hypothesis (part 4).

Oral presentation 4.

> Dissertation 2 (at home): a hypothetical scenario. Prepare for session 15.

Session 15: What's new?

Expression of causality (part 1).

Session 16: What's new?

Expression of causality (part 2).

Oral presentation 5.

Week 6

Session 17: What's new?

Expression of causality (part 3).

Grammatical exam (1H)

Session 18:

> Dissertation 3 (in class) around causality.

Session 19:

Visit of Saint-Germain-des Prés



Session 20:

Last class, review of dissertations. General synthesis and future perspectives.

Course Materials

Required Texts

- Ruquet et Quoy-Bodin, *Comment dire? Raisonner à la française*, Paris, Clé International, 1988 (en ligne)
- 3 course readers (corresponding to the 3 overarching themes of the semester) + complementary documents, to be distributed in class based on student needs and themes studied.

Recommended additional readings

- a good grammar reference book (left to student choice)
- a French-French dictionary (e.g. Le Petit Robert)
- Bescherelle, *La conjugaison pour tous*, Paris, Hatier, 1997.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including*



information told to you by another person (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.