



## CIEE Global Institute – Paris

<b>Course name:</b>	Writing Workshop I
<b>Course number:</b>	FREN 3103 PAFR
<b>Programs offering course:</b>	French and Critical Studies
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Spring 2020

### Course Description

Three types of activity are carried out during the intensive language program:

- work on language skills (grammatical review, vocabulary learning, development of oral and written comprehension and expression)
- practice of academic methodologies and formats in order to gain academic skills
- exposure to French civilization and culture

The following are on the agenda:

- reviewing grammar and studying it in more depth, depending on student needs (tenses in the indicative mode, narration in the past, indirect style, sequence of tenses, pronouns);
- structured oral activities with feedback and correction, formal as well as informal (“What’s up?”, press review, formal exposés);
- written exercises and productions (see Course Requirements);
- aspects of the French *dissertation*: outline / introduction / conclusion / articulating discourse;
- methodology of the exposé and practice of the format through a series of formal presentations on Montmartre and Montparnasse.

During the intensive language program, each student also meets face to face with the professor for sessions of a half-hour each to work on the specific challenges s/he is confronted with, questions s/he may have, the preparation of a text or an exposé. It is up to the student to determine which priorities are his/hers: speaking and oral expression, grammar, methodology, and so on. These appointments should thus be prepared ahead of time, and a schedule will be set up on the day of the first class.

### Learning Objectives

#### **1/ Developing linguistic skills**

The main objectives of this intensive workshop are a) to help students gain self-confidence and become more comfortable as they use the language, and b) to get them to improve their ability to express themselves in speaking as well as in writing. This should prepare them to



attend the courses of their choice at the university and, more generally, feel better integrated in French society.

## **2/ Acquiring academic skills and aptitudes through practice**

Students will become familiar with French-style methodologies. Throughout the semester, they will have to turn in a variety of written assignments (including *dissertations*) and give presentations (*exposés*) in French. These academic exercises involve specific rules which students have to be aware of in order to be better integrated and receive better grades at the university.

## **3/ Getting exposure to French culture and civilization**

Students will be guided in their discovery of Paris and the many ways of living well in the city. Everyone will thus share experiences with others as we have with our “Quoi de neuf?” debrief in our daily classes: museums, concerts, cafés and hangouts, restaurants, neighborhoods where people go out...

Week 1 will more specifically focus on a press review presented and led by students, which will allow them to become familiar with the main national titles in the French press and remain current on the news.

We will also travel in French history and culture (art, literature, music, etc) by exploring two neighborhoods of particular historical and artistic interest, Montmartre and Montparnasse. The focus will be on the notions of avant-garde and modernity. Each student will choose an aspect and delve deeper into it, sharing his/her findings on the occasion of a weekly oral presentation. The last hour of every class will thus be devoted to the (theoretical) exploration of these neighborhoods through print documents, documentary films and the student's own personal research. We will also take two field trips to these Parisian sites, on the second and last Fridays of the course, respectively (sessions 8 and 13).

## **Course Prerequisites**

This course is designed for advanced French-language students with at least four semesters of college-level French, or the equivalent as determined by a placement test.

## **Methods of Instruction**

The course's organization rests on a great variety of oral and written activities: grammar exercises, description/analysis of texts produced by journalists, critics and literary authors, work with audiovisual media (fiction films, documentary films, interviews...), discussions, etc. Students are often called on to participate, including in the form of regular inquiries they carry out and two oral *exposés* (on the topics of Montmartre and Montparnasse).

## **Assessment and Final Grade**

To become acquainted with the French grading style, students will receive grades on a scale of 0 to 20.



The final grade, also out of 20, takes into account 4 kinds of assignments:

- 2 oral *exposés* (about 15-20 mn each) 40%
- 1 writing exercise (1 to 2 pages, no more) 20%
- 1 grammar exam 20%
- participation and personal investment 20%

### **Course Requirements**

**Important: all course assignments must be turned in on time. While students will not be penalised for submissions up to and including 1 hour late,**

- **Students submitting work from 1 hour and 1 minute late up to and including 24 hours late will be penalised 15% from the assignment;**
- **Student work submitted from 24 hours and 1 minute late onwards will receive a zero (0%) grade.**

#### **Oral *Exposés***

During the workshop, students prepare and give 2 oral *exposés* of 20mn each around the subjects of Montmartre, then Montparnasse.

**Writing Exercise:** a 700-word newspaper-style article built around quotes of various political figures is to be written by each student. The objective is to practice grammar and apply its rules while developing work on indirect discourse.

#### **Grammar Exam**

This exam is cumulative, covering grammatical material from the entire session (past tenses, personal and relative pronouns, indirect discourse and the sequence of tenses as well as the chronological and logical articulation of discourse). The format of exercises will be the same as that of exercises done during class.

#### **Participation and Personal Investment**

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.

For this course, more specifically, the oral participation of students is necessary. You will have countless opportunities to speak in class, so do not hesitate a bit! The course will be all the more interesting for it. Likewise, required grammar exercises will help you assess and consolidate your knowledge.



Last reminder: time spent in class is devoted to the acquisition of language and knowledge, know-how and gaining in self-confidence. You should therefore never use it for personal matters unrelated to the study of French (e-mailing, messaging or texting, communicating with friends or family, for instance).

### **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 Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Possible reduction of the weekly participation grade



10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	4	Automatic course failure, and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities, including developing news and cultural events.

#### **WEEK 1**

##### **Session 1.1**

- Presentation of the course / explanation of the syllabus.
- Student introductions.
- Press review setup.
- Grammar: useful grammar for presentations (expressing time, providing information on geographic location).
- Introduction to work expected for *exposés* and brainstorming on Montmartre.

#### **WEEK 2**

##### **Session 2.1**

- Quoi de neuf?
- Press review: *Le Monde* and *Le Figaro*.
- Grammar: expressing time and place (practical exercises); past tenses (first part).

##### **Session 2.2**

- Methodology of the oral *exposé*.
- Activities around Montmartre: analysis / discussion around print and audiovisual documents.
- Quoi de neuf?

##### **Session 2.3**

- Press review: *Libération* and *La Croix*.
- Grammar: review of tenses in the indicative; past tenses (continued).



### **Session 2.4**

- Methodology of introduction- and conclusion-writing.
- Activities around Montmartre: analysis / discussion around print and audiovisual documents.

## **WEEK 3**

### **Session 3.1**

- Quoi de neuf?
- Press review: *L'Humanité* and *Le Parisien*; debrief on the press review.
- Grammar: narration in the past; the conditional.
- Articulating discourse: chronology.
- **Montmartre: exposé #1.**

### **Session 3.2**

- Quoi de neuf?
- Articulating discourse: chronology (continued).
- Grammar: end of review (past and conditional).
- **Montmartre: exposé #2.**

### **Session 3.3**

- Quoi de neuf?
- Articulating discourse: logic.
- Grammar: indirect discourse and sequence of tenses.
- **Montmartre: exposés #3 and #4.**

## **WEEK 4**

### **Session 4.1**

- Quoi de neuf?
- Grammar: indirect discourse and sequence of tenses (continued).

### **Session 4.2**

- Articulating discourse: conclusion.
- **Montmartre: exposés #5 and 6.**

### **Session 4.3**

- Outing to Montmartre.

### **Session 4.4**

- Quoi de neuf?
- Grammar: indirect discourse and sequence of tenses (last part).



- Relative pronouns.
- **Exposé on Montparnasse (#1).**

## WEEK 5

### **Session 5.1**

- Quoi de neuf?
- **Writing exercise due.**

### **Session 5.2**

- Relative pronouns (continued) / agreement of past participles.
- **Exposé on Montparnasse (#2).**

### **Session 5.3**

- Quoi de neuf?
- Relative pronouns (last part) / agreement of past participles (last part).

### **Session 5.4**

- **Exposés on Montparnasse (#3 and #4).**

## WEEK 6

### **Session 6.1**

- Quoi de neuf?
- **Grammar: exam (1h max).**

### **Session 6.2**

- **Exposé on Montparnasse (#5 and #6).**

### **Session 6.3**

- Outing to Montparnasse.

### **Session 6.4**

Course evaluation. Debrief and wrap-up of the workshop.

## **Course Materials**

### ***References***

Bescherelle. *La Conjugaison pour tous*. Paris: Hatier, 2012.

For dictionaries, either one of the following is recommended: Larousse, *Dictionnaire poche 2020* or *Dictionnaire Le Robert Poche*, new edition 2020.



Grégoire, Maïa, Kostucki, Alina. *Grammaire progressive du français. Niveau perfectionnement*. Paris: Clé International, 2017.

Russ, Jacqueline, Farago, France. *Les Méthodes en philosophie*. 3rd ed. Paris: Armand Colin, 2017.

Based on class discussions, excerpts from a variety of literary texts will be also provided.

### 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.