CIEE Paris, France

Course title: Writing Workshop I
Course code: FREN 3103 PAFR
Programs offering course: French and Critical Studies, Paris Open Campus Block
Language of instruction: French
U.S. semester credits: 3.00
Contact hours: 60.00
Term: Spring Block I 2021

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

By completing this course, students will:

1. Develop 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. Acquire 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. Get 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

1. 2 Oral Exposes (about 15-20 mn each) 40%
2. 1 Writing Exercise (1 to 2 pages, no more) 20%
3. 1 Grammar Exam 20%
4. Participation & Personal Investment 20%
TOTAL 100%

Course Requirements

2 Oral Exposes (about 15-20 mn each)

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

1 Writing Exercise (1 to 2 pages, no more)

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.

1 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 & 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
Attendance

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

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 must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

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

Attendance policies also apply to any required class excursion, 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.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class: 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
Class: 2.1
- Quoi de neuf?
- Press review: Le Monde and Le Figaro.
- Grammar: expressing time and place (practical exercises); past tenses (first part).

Class: 2.2
- Methodology of the oral exposé.
- Activities around Montmartre: analysis / discussion around print and audiovisual documents.
- Quoi de neuf?

Class: 2.3
- Press review: Libération and La Croix.
- Grammar: review of tenses in the indicative; past tenses (continued).

Class: 2.4
- Methodology of introduction- and conclusion-writing.
- Activities around Montmartre: analysis / discussion around print and audiovisual documents.

Week 3
Class: 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.

Class: 3.2
- Quoi de neuf?
- Articulating discourse: chronology (continued).
- Grammar: end of review (past and conditional).
- Montmartre: exposé #2.

Class: 3.3
- Quoi de neuf?
- Articulating discourse: logic.
- Grammar: indirect discourse and sequence of tenses.
- Montmartre: exposés #3 and #4.

Week 4
Class: 4.1
- Quoi de neuf?
- Grammar: indirect discourse and sequence of tenses (continued).

Class: 4.2
- Articulating discourse: conclusion.
- Montmartre: exposés #5 and 6.

Class: 4.3
- Outing to Montmartre

Class: 4.4
- Quoi de neuf?
Grammar: indirect discourse and sequence of tenses (last part).
Relative pronouns.
Exposés on Montparnasse begin (exposé #1).

Week 5
Class: 5.1
  • Quoi de neuf?

Class: 5.2
  • Relative pronouns (continued) / agreement of past participles.
  • Exposé on Montparnasse (#2).

Class: 5.3
  • Quoi de neuf?
  • Relative pronouns (last part) / agreement of past participles (last part).

Class: 5.4
  • Exposés on Montparnasse (#3 and #4)

Week 6
Class: 6.1
  • Quoi de neuf?
  • Grammar: exam (1h max).

Class: 6.2
  • Exposé on Montparnasse (#5 and #6).

Class: 6.3
  • Outing to Montparnasse.

Class: 6.4
  • Course evaluation. Debrief and wrap-up of the workshop.

Course Materials
Readings
A grammar booklet and a methodology booklet designed by the instructor are made available to students at the start of the course. Additional documents will be handed out in class based on the students’ needs.

Newspapers
A current issue of each of the following daily French newspapers will be used for the press review and discussion in class.
Le Monde
Le Figaro
La Croix
Libération
L’Humanité
Le Parisien