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

By completing this course, students will:

- 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.

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. Students should also have taken Writing Workshop I.

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

1. One 4-page Dissertation on Controversy/Polemical Subject 20%
2. One 4-page Dissertation on Hypothesis 20%
3. One 3-page Dissertation on Causality (in class) 20%
4. One Oral Presentation (Saint-Germain-des-Prés) 20%
Course Requirements

One 4-page Dissertation on Controversy/Polemical Subject

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.

One 4-page Dissertation on Hypothesis

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.

One 3-page Dissertation on Causality (in class)

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.

One Oral Presentation (Saint-Germain-des-Prés)

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.

One Participation Grade

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.).

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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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

Introduction and set-up of the course.

Grammatical review: the subjunctive.

Academic competences: chronological articulation of discourse.

**Week 2**

Class: 2.1

What’s new? Academic questions?

Grammatical review: the subjunctive (1).

Academic competences: logical articulation of discourse.

Class: 2.2

What’s new? Academic questions?

Grammatical review: the subjunctive (2).
Academic competences: logical articulation of discourse.

Class: 2.3

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

Class: 2.4

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
Class: 3.1

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.

Class: 3.2

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

Class: 3.3

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
Class: 4.1

What's new?
Methodology: Le commentaire composé.

Class: 4.2

What's new?
Le commentaire composé: Practice with an extract of “La Modification” by Michel Butor.

Oral presentation 2.

Class: 4.3
What’s new?

Expression of hypothesis.

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

Class: 4.4

What’s new?

Expression of hypothesis (part 2).

**Oral presentation 3.**

**Week 5**

Class: 5.1

What’s new?

Expression of hypothesis (part 3)

Class: 5.2

What’s new?

Expression of hypothesis (part 4).

**Oral presentation 4.**

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

Class: 5.3

What’s new?

Expression of causality (part 1).

Class: 5.4

What’s new?

Expression of causality (part 2).

**Oral presentation 5.**

**Week 6**

Class: 6.1

What’s new?

Expression of causality (part 3).

Grammatical exam (1H)

Class: 6.2

**Dissertation 3 (in class) around causality.**

Class: 6.3

Visit of Saint-Germain-des Prés

Class: 6.4

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

**Readings**

**Required Texts**

- 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*)