

SYLLABUS

Third-Year Grammar and Composition – Summer 2018 Defining “Frenchness”

Columbia University Undergraduate Programs in Paris

Aline Rogg

Class Meetings

Monday and Wednesday 9:30 – 11:30

Tuesday 17:00 – 19:00

Maison des Mines

Contact and Office Hours

Email: acr2167@columbia.edu

Office hours TBA

Course Description:

The goal of this course is to help students refine their grammar, reading and writing skills while exposing them to a wide array of texts, films, and experiences of the city of Paris. The selected texts represent a variety of time periods and genres, but offer thematic continuity through an exploration of past and present debates on “Frenchness” and the representation of the other, with an emphasis on the imaginary

of the Parisian *banlieue* and hip hop culture. Our reading and reflecting will be sustained by advanced grammar exercises, which will also increase the students' awareness of stylistic processes. The course's readings will function as points of departure for practicing writing through creative pieces as well as French forms of academic writing: "resumé," "explication de texte," and "dissertation." Activities outside of the classroom will take the form of group outings either in lieu of a class or as homework. ***Students who have not yet taken the equivalent of fifth semester French will be required to take this course in Paris.***

Student Learning Outcomes:

1. Students will be able to express themselves confidently and creatively in both speaking and writing.
2. Students will have read and understood texts from a variety of time periods and a variety of genres, and will be able to do some literary analysis. They will be prepared to take advanced literature and civilization classes.
3. Students will be able to discuss abstract concepts and ideas, and make arguments about them.
4. Students will have further exposure to French and Francophone culture.

Required Texts:

1. Denise Rochat *Contrastes : Grammaire du français courant*, 2nd edition, Pearson Prentice Hall, 2010.
2. Denise Rochat and Catherine Bloom, *Workbook for Contrastes: Grammaire du français courant*, Pearson Prentice Hall, 2010.
3. Other course materials will be distributed in class.

Course Format:

The class takes place three days a week, for two hours at a time. We will distribute our time each day across the three areas of study – nuances of grammar, a survey of literary readings, and writing techniques – and students will have assignments to complete over the weekend including visits. There will be three short tests on the grammar work in order to ensure the pacing of the class. The dissertation will be the focus of the final two weeks of class, where students will be asked to reflect on the various themes, concepts and questions of the course and to engage them critically in their papers.

Grading:

Active participation in class and preparation	20%
Grammar tests (3)	20%
Completion of homework	20%
First drafts of compositions	20%
Final portfolio (edited final drafts of all compositions)	20%

UNIVERSITY POLICIES

Accommodations for students' disabilities:

Individuals with documented disabilities may be eligible to receive services and accommodations from the Office of Disability Services (ODS). E-mail the ODS disability@columbia.edu or call 212-854-2388, and please do so before leaving for your study abroad program, in order to make arrangements with your instructors. The office is located at 801 Lerner Hall.

Academic Integrity:

Students who copy assignments, get unauthorized assistance on any assignment, plagiarize, or cheat on tests will fail the assignment and may be subject to the Dean's Discipline Process depending on the severity of the offence.

Teachers can easily recognize essays that are written by native, near-native, or advanced speakers, are copied from other sources, or are completed using online translation services. We are obligated to uphold the university's policy on academic integrity. If you are unsure about your particular situation, please ask your teacher for clarification **BEFORE** you turn in an assignment as your own work. Please take the time to read the "Academic Integrity" section in the Columbia College bulletin. <http://www.college.columbia.edu/bulletin/universitypolicies.php>

Programme du cours

Semaine 1 (5 et 6 juin)

Grammaire : Pronoms (ch. 3-5)

Lecture : Articles de presse

Écriture : Le résumé, le portrait

Devoirs pour la semaine 2: Revoir la grammaire et les verbes, visionner *Mariannes noires* (Mame-Fatou Niang, 2016) et faire le portrait d'une des Mariannes

Semaine 2 (11, 12, 13 juin)

Grammaire : Subordonnées relatives (ch. 16)

Lecture : Sélection de poèmes, chansons, raps, slams (16^e et 21^e siècles)

Écriture : Explication de texte

Devoirs : Rédiger une explication de texte ; lire « Le Mulâtre », sortie de classe en soirée slam

Interrogation de grammaire n.1 (mercredi 13 juin) : verbes, pronoms personnels, subordonnées relatives

Semaine 3 (18, 19, 20 juin)

Grammaire : Les subordonnées de temps, les temps du passé, l'accord du participe passé, les temps littéraires (ch. 9 ; 10 ; 17 + appendice 3)

Lecture : Victor Séjour, « Le Mulâtre » (1837)

Écriture : Explication de texte, le récit au passé

Devoirs : Écrire un récit au passé selon consigne ; Lecture des textes sur l'esclavage

Semaine 4 (25, 26, 27 juin)

Grammaire : Grammaire semaine 3 + l'argumentation (expression de la cause, de la conséquence, de la comparaison, de l'opposition, de la concession, du but – sur CW)

Lecture : Sélection de textes sur l'esclavage

Écriture : Le texte argumentatif

Devoirs : Texte argumentatif libre ; lire *Le Monde comme il va*

Interrogation de grammaire n.2 (mercredi 27) : verbes, les subordonnées de temps, les temps du passé, l'accord du participe passé, les temps littéraires, l'argumentation

Semaine 5 (2, 3, 4 juillet)

Grammaire : Le futur, le conditionnel et l'expression de la condition (ch. 11 ; 14)

Lecture : Voltaire, *Le monde comme il va*

Écriture : Le texte argumentatif

Devoirs : Visionner les films pour la semaine 6 ; visiter l'exposition « Peinture des lointains » au Musée du Quai Branly

Semaine 6

9 juillet : atelier d'écriture créative

10 et 11 juillet : congé pour le 14 juillet

Devoirs : visionner les deux films pour la semaine 7

Semaine 7 (16, 17, 18 juillet)

Grammaire : Le subjonctif (ch. 12)

Visionnement : *La Haine* (Mathieu Kassovitz, 1995) ; *Divines* (Houda Benyamina, 2016)

Écriture : Analyse de film

Devoirs : Rédiger une analyse de film ; lectures et visionnement pour la semaine 8 ; visiter le Musée national de l'histoire de l'immigration

Semaine 8 (23, 24, 25 juillet)

Grammaire : Le subjonctif (ch. 12)

Lecture/visionnement: Collectif « Qui fait la France », *Chroniques d'une société annoncée*, 2007, (extraits) ; *Les Français, c'est les autres* (Mohamed Ulad-Mohand, Isabelle Wekstein-Steig, 2015)

Écriture : La dissertation

Devoirs pour la fin du cours : Dissertation finale ; faire un portfolio de tout le travail écrit du semestre.

Interrogation de grammaire n.3 (mardi 24 juillet) : verbes, le futur, conditionnel, expression de la condition, le subjonctif.