

Detailed Course Description LCA 1
2023-2024

LICENCE LLCER anglais
First Year

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First Year, Semester 1

UE101 Oral English (5 ECTS)

Phonetics (Calvin Cheng, Laetitia Deracinois) 3 ECTS

This course is the first of a six-semester sequence in applied English phonetics and phonology. It introduces the vowel and consonant sounds of English and examines some of the basic relationships between spelling and pronunciation.

Non-exhaustive suggested bibliography:

- Duchet, Jean-Louis. 2018. *Code de l'anglais oral*, 3rd edn (Paris, France: Éditions Ophrys)
- Jones, Daniel. 2011. *Cambridge English Pronouncing Dictionary*, 18th edn (Cambridge, United Kingdom: Cambridge University Press)
- Wells, J. C. 2008. *Longman Pronunciation Dictionary*, 3rd edn (Harlow, United Kingdom: Pearson Education Limited)

Oral Expression and Comprehension (Samantha Redlich) 2 ECTS

This class is built around different listening and speaking activities (presentations, role play, debates...). These exercises will help students acquire vocabulary, master syntactic structures, and obtain greater confidence when speaking in public. The program will be aligned with the Common European Framework of Reference for Language (CEFR) B2 level. Students are encouraged to practice their listening and speaking skills independently.

UE102 Written English (9 ECTS)

Grammar (Olivier Brossard, Calvin Cheng) 4 ECTS

This class offers a comprehensive study of basic grammar concepts pertaining to the English language and an introduction to studying the lexicon in context. The first semester focuses on the simple sentence, verbal complementation and the noun phrase so that students can produce grammatically accurate sentences and enhance their competence in the description of the English language.

GRAMMAR :

The sentence :

- Word order : assertion, negation, direct and indirect questions, exclamation.
- Adverbs (positions)
- Verb structures (transitivity, intransitivity, complementation, basic passives structures)

The Noun Phrase :

- Noun categories (mass, collective, countable)
- Determination (generic, specific, definite, indefinite)
- Genitive (determinative & classifying).

VOCABULARY

- Rivière (ed. 2022), *Les 3500 mots essentiels* : **chapters 1-20**
- Irregular verbs : meaning and spelling

BIBLIOGRAPHY

REFERENCE TEXTBOOKS

Dictionnaire unilingue indispensable

Longman Dictionary of Contemporary English

Grammar

Larrea & Rivière: *Grammaire explicative de l'anglais* (Longman)

Vocabulary

Rivière, C., *Les 3500 mots essentiels*, édition révisée par Lucie Gournay et Lionel Dufaye (Ophrys). 2022.

Exercices

Rivière, C., *Exercices commentés de grammaire anglaise 1* (Ophrys)

SUGGESTED BIBLIOGRAPHY :

Berland-Delepine, S., *La grammaire anglaise de l'étudiant ?* Ophrys.

Greenbaum, S. and Quirk, R. *A Student's Grammar of the English Language*, Longman.

Malavielle, M. et Rotgé, W. *La Grammaire anglaise*, collection Bescherelle, Hatier.

Murphy, R., *Practical Grammar in Use*, Cambridge.

Persec, S. et Burgué, J.-C. *Grammaire raisonnée*, Ophrys

Swan : *Practical English Usage*, Oxford

To go further:

Gournay & Rivière : *Pour en finir avec les verbes irréguliers* (Ophrys)

Rivière : *Verbes d'action, verbes d'état* (Ophrys)

Translation (English into French) (Claire Conilleau, Isabelle Marchessou) 3 ECTS

At the start of a university degree in English Studies, the aim of translation practice is not to train translators. Rather, the aim is to develop a range of language skills, and to reflect on how both languages work, through the study of various language “events” – a grammatical structure, a turn of phrase, a stylistic device – in literary texts. Please note the required level of French writing skills is advanced (C1-C2). In the “Version” course (translation from English into French), we will be working on:

- vocabulary enrichment (accuracy, register, semantics) – see below for the reference of the mandatory textbook
- grammar revision (noun and verb clauses)
- acquisition of cultural knowledge and literary techniques (cultural references, genres, registers, tones, narrative modes)
- development of a comparative view of how each language functions (types of discourse, syntax and grammar, informational organization)
- acquiring and using translation techniques to comment on translation choices (introduction to “translatology”, particularly transposition and modulation techniques).

With this **practice-based learning process**, automated translation services (DeepL, GoogleTranslate, etc.) are irrelevant, since they do not teach anything to the user or comment on translation choices. What's more, **no dictionary is ever allowed during assessments**, and the texts for this course are chosen for their linguistic value, but also because they are not translated satisfactorily by these tools.

Homework is essential, as is reflection on the language. In-class work will be based on **translation and exercises to be carried out before class**, as well as on in-class activities (alone or in small groups). A course pack will be provided during the first class.

Bibliography:

- Mandatory vocabulary textbook
** Rivière, Claude. *Les 3500 mots essentiels. Anglais. Édition révisée par Lucie Gournay et Lionel Dufaye. Ophrys, 2022.*
- Vocabulary
** Bouscaren, Christian et Lab, Frédéric. *Les mots en eux. Words and their Collocations.* Ed. Ophrys, 2002.
- - -. *Les Mots anglais en contexte. Avec exercices et corrigés.* Ed. Ophrys, 2002.
Grellet, Françoise. *In so many words 200 exercices pour mieux maîtriser le vocabulaire anglais.* 2004.
** Paillard, Michel. *Lexicologie contrastive anglais-français - formation des mots et construction du sens.* Ed. Ophrys, 2002.
** Rey, J., C. Bouscaren et A. Mounolou, *Le Mot et l'Idée 2 anglais.* Ed. Ophrys (1987).
- English (unilingual) Dictionaries
Oxford Advanced Learner's Dictionary of Current English. Oxford University Press.
Webster's New Collegiate Dictionary. Merriam-Webster.
- Translation Techniques, Linguistics
Ballard, Michel. *La traduction : de l'anglais au français.* Ed. Nathan, 1991 (1987).
** Chuquet, Hélène et Paillard, Michel. *Approche linguistique des problèmes de traduction anglais-français.* Ed. Ophrys, 2002 (1987).
** Grellet, Françoise. *Initiation à la version anglaise : The Word against the Word.* Ed. Hachette supérieur, 2010 (1993).
Guillemin-Flescher, Jacqueline. *Syntaxe comparée du français et de l'anglais.* Ed. Ophrys, 2000.
** Larreya, Pierre et Rivière, Claude. *Grammaire explicative de l'anglais.* Ed. Longman, 1999.
Vinay, J.-P., et Darbelnet, J. *Stylistique comparée du français et de l'anglais.* Ed. Didier, 1958.
Watkins, Charles et Sylvie. *Thèmes et versions d'anglais.* Ed. Ophrys, 2011.

Written Expression and Comprehension (Kate Maddox) 2 ECTS

The course develops understanding of written English and promotes the acquisition of vocabulary and grammatical structures mostly through the study of anglo-saxon literature and press articles. Work on written expression at this stage will consist either in composing answers to questions on these works of literature or articles, or in summaries and re-writing, as well as in creating original texts using the above for inspiration.

UE103 Other Languages (4 ECTS)

Français : « Littérature française : jeux et enjeux des textes littéraires » (Christelle Girard) 2 ECTS

This course is designed to introduce students to a variety of novels, allowing them to use literary analysis techniques and to work on the methodology of text analysis and commentary.

Each text will be an opportunity to address a grammar issue in order to improve written

expression. Each session will have interactive exercises and evaluations on Ecri+ to be continued outside of class.

One session will be dedicated to the Ecri+ evaluation. The grade obtained is part of the course evaluation. Closely linked to the study of texts and devoted to language skills, this part of the course will allow students to obtain, from the first to the second semester, the Ecri+ certification, which is an important asset in the professional world.

If the computer room is unavailable, it is important that students have their Smartphone charged, their Gustave Eiffel connection identifiers and their headphones for the first session.

Indicative bibliography

For grammar, students should have the following two books:

Jean-Christophe Pellat, Stéphanie Fonvielle, *Le Grévisse de l'enseignant, 1000 exercices de grammaire*, Magnard, 2018.

Nicolas Laurent et Bénédicte Delaunay, *Bescherelle. La Grammaire pour tous*, Hatier, nouvelle édition, 2012.

Other grammar textbooks can be consulted during the semester:

Dominique Maingueneau, *Précis de grammaire pour les concours*, Armand Colin, 6e édition, 2020.

Delphine Denis et Anne Sancier-Château, *Grammaire du français*, Le Livre de poche, 1997.

Martin Riegel, Jean-Christophe Pellat, René Rioul, *Grammaire méthodique du français*, PUF, coll. « Quadrige Manuels », 7e édition, 2018.

Langue Vivante 2 : Espagnol (FRANCESCHI M-E) OU Allemand (DERUAZ) OU Italien (MOBACHELLO et OMOTOBORA) ou Chinois (Mmes YING et WANG) ou Japonais (MARC ou IKEDA) ou Portugais (DANTAS ou SERGIO) ou Russe (GIROLDI) 2ECTS

Spanish class: The class will consist in studying texts (press articles, book excerpts...) enabling the students to deepen their knowledge of Spain. In parallel to their understanding of these texts, the basics of the language will systematically be reviewed (spelling, verbs, etc.) as well as pronunciation and accent.

Bibliography

- A bilingual French-Spanish dictionary and a Spanish grammar book. They can be basic (Librio, 2 euros) but we suggest more comprehensive books published by Hatier, Larousse, Hachette (Harrap's, or Robert & Collins for dictionaries)

Optional but strongly advised:

- *The Bescherelle* or its equivalent on conjugation
- *Excerpts to be studied*
 - They will be handed out in class, usually from one class to the next

German Class

Required level : A2-1. This class aims at working on the various abilities to communicate in German (oral and written comprehension and expression in interaction) thanks to various sources (texts, recordings and videos). The class also includes specific work on German language and vocabulary. Class work will be based on hand outs from the reference book MENSCHEN A2 (Hueber).

For all other languages, instructions will be given by your lecturer at the start of term

UE 104 Civilization (7 ECTS)

British civilization: post-1945 British society (18h) and Introduction to the document analysis methodology in civilization (6h) (Hélène Alfaro, Thierry Bernard) 4 ECTS

The aim of this course is to give students a broad overview of contemporary British society from 1945 onwards. It examines physical geography and population as well as key features and institutions of British society. The lectures will give students a better

understanding of the changes that have shaped and influenced British society since 1945. Students will be expected to take part in class discussions and analyze various types of documents (press articles, videos, polls, graphs, etc....).

Syllabus

- Physical geography and population
- A nation of four nations (the notion of Britishness)
- The post-war welfare state with a particular emphasis on the NHS
- The north / south divide and deindustrialization
- The Thatcher years (social and economic policies, the legacy of Thatcher)
- Multiculturalism and ethnic minorities in the UK

Bibliography

A bibliography and list of web sites will be provided **but students are expected to get the following book:**

Sarah Pickard, *Civilisation britannique – British Civilization* (bilingual publication), Paris : Pocket (2003), **new edition 2022.**

Introduction to the document analysis methodology in civilization

These sessions will be dedicated to the understanding and mastering of the following methodological aspects of civilization studies:

- How to approach, analyze and comment written documents.
- The importance of contextualization.
- Photographs as documents.
- Analyzing graphs & statistics.
- Acquiring appropriate vocabulary and definitions of some key concepts.

Film analysis (Robin Richardson, Calvin Cheng) 3 ECTS

Class outline

By studying two or more English-language films, students will explore the methodology of film analysis, contextualization, structure, editing techniques, and links with literary forms.

Syllabus

- Weeks 1 to 6: *Heat* (1995) dir. Michael Mann or *The Insider* (1999) dir. Michael Mann
- Weeks 7 to 12: TBC

Bibliography

F. Vanoye, A. Goliot-Lété, *Précis d'analyse filmique*, Nathan Université, 2004.
M. Ryan, M. Lenos, *An Introduction to Film Analysis*, Continuum Publishing Group, 2012.
L. Jullier, *L'analyse de séquences*, Armand Colin, 2004.
L. Jullier, M. Marie, *Lire les images de cinéma*, Larousse, 2009.
Philippe Pilard, *Histoire du cinéma britannique*, Nouveau Monde Editions, 2009.
Charles Barr, *British Cinema: A Very Short Introduction*, OUP Oxford, 2022.

Michael Mann

Mark E. Wildermuth, *Blood in the moonlight: Michael Mann and information age cinema*, McFarland and Co, 2005
Steven Sanders et R. Barton Palmer, *Michael Mann: cinema and television: interviews 1980-2012*, Edinburgh University Press, 2014.
Steven Rybin, *The cinema of Michael Mann*, Lexington Books, 2007.

UE 105 Literature (5 ECTS)

Reading Short Stories (Célia Galey, Olivier Brossard, Jean-Paul Rocchi) 5 ECTS

Focusing on the short story genre, the course offers an introduction to literature in English and to the methodology of literary and critical analysis, with emphasis on close readings of texts during class discussions and written assignments. Exploring the relationship between form and content as well as cultural context, the class focuses on literature and composition.

The purpose of the class is for students to begin reading literature in English, to develop critical approaches to thinking about literary works and to improve writing and communication skills in English.

Close attention will be paid not only to learning the concepts and terms of literary analysis but also to spelling, grammar, and syntax when writing about and discussing the short stories on the syllabus.

Required reading:

- V. S. Pritchett, ed., *The Oxford Book of Short Stories*, Oxford University Press, 1988-2001.
- Françoise Grellet, *10 Short Stories: From Guided Reading to Autonomy*, volume 1, Hachette Éducation, 2003

The class will be focused on stories from these collections: read as many as you can before the start of the semester.

Other recommended texts

- Methodology:
 - F. Grellet, *A Handbook of Literary Terms*, Hachette, 1996.
 - *Figures libres, figures imposées : l'explication de texte en anglais*, Hachette, 1993.
- *Anthologies of short stories*
 - Françoise Grellet, *10 Short Stories: From Guided Reading to Autonomy*, volume 2, Hachette Éducation, 2003.
- *Literary Analysis and criticism*
 - L. Louvel et C. Verley, *Introduction à l'étude de la nouvelle*, Toulouse, Presses Universitaires du Mirail.
 - Charles E. May, ed. *Short Story Theories*, Ohio University Press, 1977.
 - Charles E. May, ed., *New Short Story Theories*, Ohio University Press, 1994.

First Year, Semester 2

UE 201 Oral English (4 ECTS)

Phonetics (Laetitia Deracinois) 2 ECTS

Syllabus

- Rhythm, stress pattern and reduction
- Lexical vs. grammatical words
- Primary stress and secondary stress
- Word stress. Neutral and active endings.

Suggested bibliography

Dictionaries:

- D. Jones, *English Pronouncing Dictionary*, CUP.
- J. C. Wells, *Pronunciation Dictionary*, Longman.

Oral Expression and Comprehension (Samantha Redlich) 2 ECTS

This class is built around different listening and speaking activities (presentations, role play, debates...). These exercises will help students acquire vocabulary, master syntactic structures, and obtain greater confidence when speaking in public. The program will be aligned with the Common European Framework of Reference for Language (CEFR) B2 level. Students are encouraged to practice their listening and speaking skills independently.

UE 202 Written English (8 ECTS)

Grammar (Maylis Hutteau, Calvin Cheng) 3 ECTS

DESCRIPTION PENDING

VOCABULARY:

Bouscaren & Rivière, *Les 3500 mots essentiels* : the whole book

BIBLIOGRAPHY

REFERENCE TEXTBOOKS

Dictionnaire unilingue indispensable

Longman Dictionary of Contemporary English

Grammar

Larrea & Rivière: *Grammaire explicative de l'anglais* (Longman)

Vocabulary

Rivière, C, *Les 3500 mots essentiels*, édition révisée par Lucie Gournay et Lionel Dufaye (Ophrys). 2022.

Exercises

Rivière, C, *Exercices commentés de grammaire anglaise 1* (Ophrys)

SUGGESTED BIBLIOGRAPHY :

Berland-Delepine, S., *La grammaire anglaise de l'étudiant ?* Ophrys.

Greenbaum, S. and Quirk, R. *A Student's Grammar of the English Language*, Longman.

Malavieille, M. et Rotgé, W. *La Grammaire anglaise*, collection Bescherelle, Hatier.

Murphy, R, *Practical Grammar in Use*, Cambridge.

Persec, S. et Burgué, J.-C. *Grammaire raisonnée*, Ophrys

Swan : *Practical English Usage*, Oxford

To go further:

Dufaye, L. *Pour en finir avec les auxiliaires de modalité*, Ophrys.

Translation (From French to English) (Calvin Cheng) 3 ECTS

Translation (Calvin Cheng) - 3 ECTS

This is an introductory course in pedagogical translation from French into English. Emphasis is placed on translation as a tool for fine-tuning one's knowledge and appreciation of English (and of French, for non-native speakers). Basic methodologies for approaching translation will be covered, and the texts examined will represent a wide range of genres and styles.

Non-exhaustive suggested bibliography:

- Delisle, Jean, Hannelore Lee-Jahnke, and Monique C. Cormier (eds). 1999. *Terminologie de la traduction*. (Amsterdam, Netherlands: John Benjamins Publishing Company)
- Grellet, Françoise. 2015. *Initiation au thème anglais*, 4th edn. (Paris, France: Hachette Supérieur)

Written Expression and Comprehension (Kate Maddox) 2 ECTS

The work will focus on written expression and on acquiring writing techniques to draft different types of paragraphs and essays with an emphasis on thesis statements, research, and academic conventions.

UE 203 Other Languages (4 ECTS)

Français : « Ideas and Literature: The art and practice of rhetoric and argumentation » (Claire Devere, Christelle Girard) 2 ECTS

The aim of the course is to help students identify and analyze elements of language, to adopt a linguistic approach to discourse and narratives, while encouraging them to reflect on their own writing practice. Hence the assignment of regular creative writing exercises. Students will also be able to use literary analysis techniques studied for text analysis. In the second part of the

semester, the focus will be on rhetoric and argumentation.

The corpus of texts used will be literary as well as journalistic or political, from various media sources (literary, journalistic, radio, television).

The sessions will also address grammar issues in order to improve written and oral expression. Interactive exercises and evaluations on Ecri+ will take place in class and will also be assigned from one week to the next.

This part of the course, dedicated to language, will allow students to take the Ecri+ certification, an important asset in the professional world.

Therefore, if the computer room is unavailable, it is important that students have their Smartphone charged, their Gustave Eiffel connection identifiers and their headphones for the first session.

Langue Vivante 2 : Espagnol (FRANCESCHI M-E) OU Allemand (DERUAZ) OU Italien (MOBACHELLO et OMOTOBORA) ou Chinois (Mmes YING et WANG) ou Japonais (MARC ou IKEDA) ou Portugais (DANTAS ou SERGIO) ou Russe (GIROLDI) 2 ECTS

Spanish classes

The theme of the semester will be Spanish speaking Latin America: elements of geography, history, populations, cultures... Texts will form the basis for grammar and translation exercises, with a specific attention to the mastery of irregular verbs

Bibliography

See Semester 1

German classes (See Semester 1)

UE 204 Civilization (4 ECTS)

US Contemporary Civilization (Elisa Cecchinato, Raphael Rigal) 4 ECTS

This class will present a variety of aspects of American culture and society. It will specifically deal with issues such as immigration, economic geography, institutions, the role of political parties, the army, or religion, internal tensions, and relation to Nature. The aim will be to analyze contemporary issues using a historical perspective to better understand the United States today, and by so doing will introduce parts of American history that will be dwelt upon in depth in following years, while insisting on the diversity of a country that is more an alliance of opposites than a uniform block.

In terms of methodology, this class will serve as an introduction to the analysis of different types of documents, including press articles, illustrations and other iconographic documents. The aim of this class is threefold: to master the basics of US civilization, to identify a point of view and to analyze a document.

Bibliography

Required readings:

- Corbett, P. Scott, Volker Janssen *et al.* *U.S. History*, OpenStax, 2014. <https://openstax.org/details/books/us-history?Book%20details>
- Locke, Joseph and Ben Wright, *American Yawp*, Stanford University Press, 2022. <http://www.americanyawp.com/>

Recommended Readings

- Brogan, Hugh, *The Penguin History of the USA*, Addison Wingley Longman; 1999.
- Carroll, Peter, and David Noble. *The Free and the Unfree: A New History of the United States*. 2nd ed. Penguin, 1988.
- Kaspi, André. *Les Américains*. 2 vols. Paris : Seuil, 1986.

- Lagayette, Pierre. *Les grandes dates de l'histoire américaine*. Paris : Hachette, 2001.
- Marienstras, Elise. *Les Mythes fondateurs de la nation américaine*, Paris : Fayard, 1996.
- Norton, M. B. *et al.*, *A People and A Nation*, Belmont : Wadsworth Publishing, 1982.
- Vincent, Bernard, dir. *Histoire des Etats-Unis*, Paris : Flammarion, 1997.

UE 205 Literature (6 ECTS)

Novels (Sandrine Soukaï, Olivier Brossard) 3 ECTS

Following the first-term class on short stories, this class will continue students' introduction to literary analysis through thorough the thematic and formal study of two 20th and 21st century anglophone novels. It proposes to study a canonical work emblematic of the Great American Novel of the 1920s and a more recent novel dealing with contemporary issues of identity, culture, society and politics in Britain, particularly for the British Muslim community. This course aims at helping the students master the critical exercise of "commentaire composé" through the textual analysis of key passages from the texts and interactions with larger themes around the idea of what a "novel" is, and how that literary object interacts with wider issues beyond itself. With this objective in mind, students will develop their critical readings through oral presentations and written exercises.

The novels should be read for, and brought to, the first week of class. Students have to get them in the recommended editions.

Bibliography:

The novels:

- o F. Scott FITZGERALD, *The Great Gatsby* (1925), Penguin Classics, 2000.
- o K. SHAMSIE, *Home Fire* (2017), Bloomsbury Publishing, 2018.

Sources critiques :

Commentary:

Dénier, R., *L'Explication de textes en anglais*, Paris : Ophrys, 2000.

Hughes, T. et C. Patin, *L'analyse textuelle en anglais. Narrative Theory, Textual Practice*, Paris: Armand Colin, 2004.

Dictionary of literary vocabulary:

Grellet, Françoise, *A Handbook of Literary Terms: Introduction au vocabulaire littéraire anglais*, Paris : Hachette supérieur, 1996.

Poetry (Olivier Brossard, Michèle Draper, Célia Galey) 3 ECTS

The third part of the 1st year survey of literary genres (in addition to the short story class and the class on the novel), this course offers an introduction to poetry in English and to the methodology of literary and critical analysis, with emphasis on close readings of poems during class discussions and written assignments. Exploring the relationship between form and content as well as cultural context, the class focuses on literature and composition.

The course will insist on the specificity of English-language poetry, its history and traditions, with a particular concern for prosody and the materiality of language (rhythm, rhyme) and poetic technique and rhetoric. This course will also be the occasion to reflect on the notion of the "poetic" in its relation to prose and the prosaic. Last but not least, the course will aim at

introducing English-language poetry as a contemporary – and modern – form of writing and

not only as a literary genre cloaked in tradition.

The purpose of the class is for students to begin reading verse in English, to develop critical approaches to thinking about literary works and to improve writing and communication skills in English.

Close attention will be paid not only to learning the concepts and terms of literary analysis but also to spelling, grammar, and syntax when writing about and discussing the poems on the syllabus.

By the end of the semester, students will be required to write short commentaries on the poems on the syllabus.

Bibliography

- *Recommended books as to methodology and literary analysis :*
 - F. Grellet, *A Handbook of Literary Terms*, Hachette, 1996.
 - Auteur coll., *Figures libres, figures imposées : l'explication de texte en anglais*, Hachette, 1993.
- Students will be provided with a poetry handout at the beginning of the 2nd semester.

UE 206 Information Technology (2 ECTS)

PIX (Cessy, Bonnavard)

Skill-sets covered by the C2i 1 are divided into 5 areas which correspond to situations encountered in face-to-face or remote learning, in initial or continuing education. Indeed, when learning, one needs to document oneself (D4), to produce effective documents (D3), to communicate with one's peers and one's institution (D5) whilst respecting rules and common usage (D2) in a rich and rapidly evolving digital world.

The stakes of mastering these skills are high, since they are necessary to navigate an increasingly digital daily environment smoothly, freely and responsibly.

UE 207 Méthodology (2 ECTS)

(Raphaël Rigal, Olivier Brossard) 2 ECTS

The aim of this course is to help students consolidate their workflow and to familiarize them with the bases of academic methodology; this will be achieved through the development of a general work methodology, the strengthening of the methodological aspects seen during the first term, and the learning of ways to search for information and to present the result of this research. Academic databases, digital tools, ways to organize one's own work schedule will also be presented.

This methodological basis will give a structure to the acquisition of the various skills the bachelor degree is meant to develop in students: analysis and synthesis of information, clarity of expression, efficacy and thoroughness of research. The course will progress through both personal work at home and group work in class, and will rely on both historical and literary documents. A selection of digital tools will be presented throughout the term..

• Grading System (Modalités de contrôle)

Main terms used in the French grading system

Cc : “contrôle continu”: ongoing testing, such as oral or written assignments throughout the semester ; their weighted average is part of your grade

DST: “Devoir sur table”: graded test taken in class

DM: Devoir maison: Take home exam

Partiel: midterm **OR** final test in class (usually in the last weeks of the course)

Examen: exam or final exam

Examen Session 2: make up exam session (June) for the students who failed their semester.

UE/Apo. ref	Continuous Assessment	%	Finals in class	%	Exam Session 2
1CAU10 UE101 Oral English					
1CAE101 Phonetics	written quiz	35%	In-class final exam: written portion	35%	written portion (70%; 1 hour)
	Oral production exercise	15%	oral portion	15%	oral portion (30%; 10 minutes per student)
1CAE102 Oral expression and comprehension	1 Listening Test	25%	Listening & Speaking Exam	50%	Listening & Speaking Exam (2h)
	1 Speaking Test + Oral Participation	25%			
1CAU11 UE102 Written English					
1CAE103 Grammar	2 tests in class : • 30 min • 1h	20% 30%	Exam 1h30 (grammar exercises and translation)	50%	Exam 1h30
1CAE104 Translation	MidTerm Test	50%	Final Test (1h30)	50%	Exam 1h30 (Translation from English into French)
1CAE105 Written expression and comprehension	1 test in class + take home test	40% 10%	Exam 1h30	50%	Exam 1h30
1CAU12 UE103 Other Languages					
1CAE106 French	Ecri+ DST ou exposé	20% 30%	1 DST 1h30	50%	
1CAE114 LV2 Spanish	Oral work Written work	20% 20%	Exam 1h30	60%	Exam 1h30
1CAE113 LV2 German	Vocabulary test Oral presentation	25% 25%	Exam 1h30	50%	Exam 1h30
1CAU13 UE 104 Civilization					
1CAE109 Contemporary British civilization	1 test in class Methodology test	30% 20%	Exam in class 2h	50%	Exam 2h
ILLE1ACA Film Analysis	One or more in-class test (film vocabulary, MCQ, film analysis)	50%	1 exam (student analysis of a passage from film on syllabus) 1h30	50%	Exam (student analysis of a passage from film on syllabus) 1h30

1CAU14 UE 105 Literature					
1CAE111 Reading short stories	1 oral presentation (short story excerpt) Or Take home test 1 test in class 2h	20% 30%	Exam 3h	50%	Exam 3h

UE/ Apo. Ref	Continuous Assessment	%	Finals in class	%	Exam Session 1	%	Exam Session 2
1CAU20 UE 201 Oral English							
1CAE201 Phonetics	1 written test 1 oral test	20% 30%	Exam 1h	50%			Exam 1h
1CAE202 Oral expression and comprehension	Oral participation	50%	Listening Comprehension Exam 1h30	50%			1 Exam 1h30 (oral comprehension)
1CAU21 UE 202 Written English							
1CAE203 Grammar	1 test in class : 1h30	50%	Exam 1h30	50%			1 exam 1h30
1CAE204 Translation	Participation 1 test in class	20% 30%	1 exam 1h30 (translation : French to Engl)	50%			Exam 1h30 (translation : from English into French)
1CAE205 Written expression and comprehension	1 test in class 30% + 1 take home exam	30% 20%	Exam 1h30				1 exam 1h30
1CAU22 UE 203 Other Languages							
1CAE206 French	TBD		TBD		TBD		TBD
1CAE213 LV2 Spanish	To be determined		Exam 1h30	TBD	Exam 2h		Exam 2h
1CAE212 LV2 German	Vocabulary test Oral presentation	25% 25%	Exam 1h30	50%			Exam 1h30
1CAU23 UE 204 Civilization							
1CAE209 ContemporaryUS Civilization	Test in class Take home test & class participation	40% 20%			Exam 2h	40%	Exam 2h
1CAU24 UE 205 Literature							
1CAE210 Novels	Oral presentation and participation Written midterm test	25% 25%			Written final test (3h)	50%	Exam 3h
1CAE211 Poetry	-Take home textual analysis (poem from the syllabus) -1 test in class : Literary Analysis 3h (poem taken from the collection)	25% 25%			Literary Analysis 3h	50%	Literary Analysis 3h
1CAU25 UE 206 Information Technology							

1CAE208 TICE & C2i preparation	Test	50%	Test	50%			Multiple choice test
UE 207 Methodology	Exam 1h	50%	Exam 1h30	50%			Exam 1h30