

HUMANITIES / CHARTER

HUMANITIES READING SECTION

GENERAL DESCRIPTION

The reading section is part of the core teaching of the Humanities in the first year and guides students towards:

- **Experiencing the pleasure of reading** by encountering imaginative (cultural) worlds other than their own
- **Acquiring a reading methodology** (textual and visual) by carrying out a work of appropriation, meticulously deciphering texts and images
- **Developing a personal, precise and critical analysis** of major works from the classical and contemporary repertoire (literary, philosophical and political texts and images).

TEACHING AND LEARNING OBJECTIVES

The exercises proposed (individual and collective) are designed to teach students how to read a text, a work, in depth and in its entirety, to decipher an image; to contextualise them within a historical context; to identify the style of an author and recognise different types of writing, to overcome the words- and meaning-related difficulties of a text, to surmount the technicality of the language used and the difficulties related to reading images (technical, historical, aesthetic, semiotic, ideological and thematic), to identify the essential elements of an author's thought and practice in order to understand their concrete significance; to clearly summarise the author's reasoning; to explain diverse or contradictory positions, and to make links between them by reading different books or articles on the same theme, by comparing different images relating to the same subject; and to enrich one's knowledge of languages through the study of texts in their original language.

The skill relating to reading a text aloud - alone or collectively - will be worked on in each session. This will not be attributed a grade.

Links with the lecture course

The link with the Humanities lecture course will be the theme explored, providing a common thread between the sessions, the various materials, and the teaching provided in different languages, following a progressive logic common to all. Note that the lecture course and reading section will be evaluated separately, using different evaluation methods. This means that the credits attributed to the two subjects will not be composed of an average of the two grades but will be entirely distinct (a student can potentially validate one of the courses but not the other).

COURSE FORMAT

Reading sections will be scheduled for 1A students every second week over the entire year. These will by necessity be small groups of around twenty students, enabling a far-reaching discussion around reading to develop.

EVALUATION

The evaluation of reading sections will be carried out through continuous assessment, using a variety of exercises that can be adapted to suit the different campuses, but which should make it possible to validate the following three skills: personal reading, academic reading, comparative reading and the deciphering of images.

The following examples may be suggested: a reading report providing an assessment of personal reading (1); an analysis of a “comparative reading” exercise (2); an essay exploring the particular interest of a specific excerpt, from a text requiring an academic approach (3)

1. The reading report

Each student must, every week or at regular intervals, compose a one-page report outlining his or her reading of this or that text or image. The objective is to assess not only written skill but also the student's ability to convey his or her understanding of and sensitivity to a text - overcoming difficulties related to language, style, thinking, etc. The same applies to images.

2. Comparative reading

Different short texts, which may or may not be in the same language, pertaining to the same subject will be proposed. The purpose of the exercise is to encourage students to understand the different reading of an event or subject that is proposed in each of the given texts, according to the era, the language, the type of writing etc., and also to read all that is not implicitly stated. One could, for example, compare different contemporary texts that deal with the same event or various texts from different eras tackling a theme such as war, for example.

3. The essay

This is a work of the "structured analysis and argument" type, which may refer to a text or an image that has been selected by the teacher or proposed by the student: in the latter case, after reading a work, the student will have to choose an excerpt for which he or she will explain why the excerpt is significant to the work as a whole. Beyond the excerpt, questions of contextualisation, the authors' thinking etc., should be taken into account.

The reading section will therefore not be a preparation for the evaluation of the lecture course. The two subjects (lecture course and reading section) will be evaluated separately, using different evaluation methods.

Profile of the teachers: The teachers will be recruited by the academic advisors on each campus. A variety of profiles is desired: lecturers, teachers of French “classes préparatoires”, secondary school teachers having obtained “agrégation” by competitive examination, teaching fellows, post-doctoral fellows, PhD holders and doctoral students, from different disciplines (law, history, art history, literature, philosophy, etc.) are ideal profiles for the pursuance of the skills and exercises listed above. All syllabuses will be validated in advance by the Academic Advisors.