

Reprise DM 1



La méthode

La méthode – Quelques rappels

Malus si:

- ❖ Vous oubliez de mettre un titre à votre synthèse
- ❖ Vous ne soulignez pas les titres de publication
- ❖ Vous n'indiquez pas le nombre total de mots
- ❖ Vous ne mentionnez pas un document dans une partie

Evitez à tout prix de:

- ❖ utiliser WE
- ❖ Faire référence à tel ou tel document dans la première phrase d'une partie

La méthode – Manques et défauts majeurs

- ❖ Vous ne croisez pas suffisamment les documents

Faites bien la liste des points communs ou bien colorisez le tableau de manière à bien repérer les points communs

- ❖ Vous êtes trop évasifs

- ❖ Vous ne citez pas suffisamment les sources

- ❖ Tâchez de déboucher sur une dernière phrase dans la dernière partie qui serait une réponse à la question de départ

A photograph illustrating an article	<i>The Atlantic</i> , new analysis (opinion piece), October 2024, Rose Horowitz	<i>The New Yorker</i> , Opinion piece, June 2025, Joshua Rothman	<i>The Conversation</i> , Essay, August 6, 2026, two researchers (K.I. Berens and Rachel Noorda)
<i>Depicts a young woman surrounded by books in a bookshop but reading or watching something on her mobile phone</i>	<i>Analyses the growing difficulties college students have with deep reading</i>	<i>Analyses the significant evolution of the nature of reading in the digital age</i>	<i>Argue that data suggests Gen Z is still reading, just in ways that traditional studies fail to capture</i>
• A teenager with headphones on looks engrossed in / with their phone and oblivious to the books around them • But this teenager is in a bookshop! So about to buy at least one • From the covers and ads one can conclude that it is not the classics section (graphic novel in the foreground) but still books! • If booktok positive influence of social networks on reading	• Piece based on <u>interviews</u> of dozens of college professors and experts Cf I 38-42 • Reports on a significant <u>change / problem</u>: have trouble reading demanding books (classics) / are less equipped to do so - has been growing over past decade - have a narrower vocab and linguistic difficulties - less persevering and less focused on difficult texts (- not as bad as in less selective colleges <u>where degree</u> of literacy is lower) • Familiar explanation: smartphones - constantly tempted - reading not as fun as social media • Solution adopted by some professors - reduce the reading list - which can have benefits: more thorough reading of fewer books • Not just a matter of skills, also of VALUES - CAN read but choose not to - like humanities but opt for more useful majors for their careers • What is at STAKE. Deep / complete reading helps acquire: > a sophisticated form of empathy (not just with people who resemble you) > good intellectual habits (<i>critical thinking / self-reflection</i>) ➔ <i>One needs to read the Iliad, in its entirety (!)</i>	• The Nature of reading is changing - there are still readers (some read even more thanks to digital <u>devices</u>) - but intense / thorough reading is <u>disappearing</u> - figures: less people report having read one book in the past year - college professors report their students can't face difficult texts • The shift is due to new technologies - constant diversion of social networks, of streaming & gaming platforms - it could even be the end of an <u>era</u>, that of the written word > return of more oral culture with varied / easily accessible tools of communication YET • These conclusions have to be qualified - The studies are not reliable (using Victorian novels to test reading skills is unfair) - It's not all negative > decline of reading corresponds to access to multitude of other enjoyable sources (streaming / podcasts) • And things could be upended again with the advent of AI ≈ <u>not back to orality but to a radically different form of written text!</u>	• Refers to numerous studies documenting the decline of reading - reference to another article by Rose Horowitz using the same example to show that deep reading of complex texts is disappearing • Gen Z is the first internet generation ("post-digital generation") - omnipresence of intrusive devices and apps - they read ALL SORTS of texts and sources (texts, mails, e-books, chats AND written books other than classics) • Those studies miss the point (lots of stats used to argue against them) - young people DO like going to libraries and <u>bookshops</u> - books are a choice > allows them to escape digital devices - there are different kinds of Literacy (not just ability to read Victorian novels!) ➔ <i>"Reading isn't dying; it's changing"</i> > <i>reading is evolving and not disappearing</i>

QUESTION: Is reading doomed to disappear? (closed question > no-no!)

How fast is reading declining?

Atl / NY / Conv / Pic

I/ Many indicators point to major shifts in reading seen by many as a decline

- The phenomenon – People especially young people read less - **All documents, especially Atl / NY and picture**
- How it's measured - **References to the studies (all texts)**
- Nuances are necessary - **Especially The Conv**

II/ How readers' attention is diverted and what they are missing on

- Constant diversion from tech devices / social media **All documents!**
- First internet generation **The Conv**
- What deep reading provides **Especially Atl + NY**

III/ Yet it could be considered as an evolution rather than a decline

- Studies need to be qualified **NY + Conv**
- Choice rather than inability **Atl + NY**
- Nature of reading is changing and sources are many: another form of literacy and pleasure **Conv**

L'introduction

Introduction - Quelques erreurs

- ❖ La question problématique ne doit être posée qu'à la fin!
- ❖ Il faut être précis sur la source, la date le type d'articles et leur auteur (surtout centrale)
- ❖ INTERDICTION ABSOLUE À CENTRALE de faire référence à l'ordre des documents (document 3)
- ❖ Dans l'ensemble vous êtes au point voire très efficaces!

POUR LA PROBLEMATIQUE

- Pas de Yes / No question: les questions fermées sont interdites
- Evitons 'should' même s'il est très pratique. Dans le rapport de cette année, centrale indique que c'est 'trop subjectif'
- Evitez les périphrases inutiles, 'so all of this leads me to wonder...'
- Et donc PAS D'ANNONCE DE PLAN – Sauf X / ENS / ESPCI

Et surtout...

 **NE PAS OUBLIER LE TITRE** 

À centrale (et CCINP) il est factuel, précis, le reflet de votre problématique.
On garde les jeux de mots (subtils s'il vous plaît) pour X /ENS /ESPCI

Quelques exemples:

The shift in young people's reading habits

The Evolution of reading in the digital age

The Drop in reading : crisis or evolution?

Introduction– Présentation des articles

- ❖ Indiquez leur nature. Il importe vraiment de distinguer un éditorial d'un texte d'opinion
- ❖ Noms des auteurs et leur « fonction » (journalist? Guest essayist? Researchers? Etc)
- ❖ Ne jamais présenter deux documents en même temps
- ❖ Référence aux articles >> On ne peut pas dire “As the Atlantic shows” ... “As the Conversation argues” puisque ces articles ne sont pas des éditoriaux!

QUELQUES EXEMPLES

- ▶ So we can ask to what extent should we be worried about the future of reading among young people?
- ▶ In this regard, has reading lost its interest in younger generations?
- ▶ So how technology is transforming today's society's relationship with books?

La méthode – Phrases introductives

❖ Evitez 'First / firstly' (et donc 'then' 'finally'). La synthèse n'est pas une énumération

❖ PAS DE REFERENCE à tel ou tel document > phrase chapeau qui

>> englobe toutes les idées de la partie

>> est une étape logique dans une démonstration. Ce sont les titres de vos parties dans votre plan que vous avez un peu retravaillées

EX:

➤ For a few years, the number of children reading regularly has decreased sharply

➤ However, the reading culture has been transformed but it does not mean that it has been destroyed.

➤ No matter how people read, reading is crucial for many reasons

Orthographe

Developing Developed

Literary Literature

Dependent Dependence

To choose chose chosen

Disappear

Abandoned / traditional / questioned

►► Pas de contraction à l'écrit > langue plus soutenue

►► WHICH

Vocabulaire

A photograph # photography > a photographer

Usage > use

A pessimist (N) >> a pessimistic person (adj)

To evolve - to provoke

To accuse s.o. OF doING

To have difficulty doing / to have trouble doing

Grammaire – le génitif

Corrigez les erreurs

- ❖ At Columbia, teachers have reduced **their student's books lists**
- ❖ On the picture there is a girl alone in a library which shows a decrease of **book's popularity**
- ❖ This change has consequences on the **youngest's daily lives**
- ❖ **the phone's use**
- ❖ **Reading's habits**
- ❖ this same data has been recorded with bookstores 'visits
- ❖ It confirms the problem's source

Grammaire – Autres fautes récurrentes

- ❖ IN October // ON October 3
- ❖ Attention à l'écriture des dates : October 3 2025 OU October 3rd ou 3 October
- ❖ the number of thirteen-year-olds // These kids are thirteen years old / a thirteen-year-old kid
- ❖ Formation des phrases interrogatives indirectes et directes
- ❖ Citations (GS3)