1. **Title of the module**

FREN5460 (FR546) – Short Narrative Fiction in French

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA French (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a critical understanding of a range of narrative fiction from the eighteenth and nineteenth centuries;

8.2 Demonstrate their analytical skills relating to the study of narrative technique and structure;

8.3 Demonstrate their analytical skills relating to close reading and evaluation of literary texts;

8.4 Demonstrate their reading speed in French.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Participate in discussion, making their own critical contributions to the discussion and listening to and respecting the contributions of others;

9.2 Communicate effectively and work as part of a team;

9.3 Write cogent, well-constructed essays supported by textual evidence;

9.4 Give presentations, and run seminars independently;

9.5 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.6 Information from a number of sources (problem solving);

9.7 Make effective use of information technology (e.g. word processing, library searches).

1. **A synopsis of the curriculum**

This course introduces students to a selection from the most interesting short fictions by writers of the eighteenth and nineteenth centuries. It will reflect on the techniques and forms used by a number of authors and inquire whether short fictions tend to display common features. The authors chosen use the form in a wide variety of ways, from illustrating a philosophical position to dramatising an ethical dilemma or even questioning the conventions of fiction themselves. The texts will be considered with some reference to concepts drawn from general theory of narrative.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Diderot, *Supplément au Voyage de Bougainville* (any edition)

Flaubert, *Un cœur simple* (any edition)

Maupassant *Boule de Suif* (any edition), *Le Horla* (any edition)

Nerval, *Sylvie* (any edition)

Voltaire, *L’Ingénu* (any edition), *Candide* (any edition)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods:

* Essay (2,000 words) – 40%
* Presentation (15 minutes) – 20%
* Examination (2 hours) – 40%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  |  |  |  | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Presentation | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module allows students to engage with a non-UK language and culture by exploring a number of French texts; to the extent that reading and discussion take place in French, exposure to a non-UK language will enhance internationalisation.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |