1. **Title of the module**

FREN5990 (FR599) – Description of Modern 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 Read International Phonetic Alphabet (IPA) script, and produce a broad phonemic transcription of spoken French;

8.2 Confidently use and understand the basic vocabulary of general linguistics as applied to French (phonetics, phonology, morphology, syntax, register etc.);

8.3 Critically evaluate the views of linguists and non-linguists regarding change in the modern language;

8.4 Comment authoritatively on variation within the French language (with regards to differences in prestige, style, register, spoken v. written usage etc.).

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

9.1 Communicate effectively and work as part of a team;

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

9.3 Give presentations and run seminars independently;

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

9.5 Synthesise and critically evaluate information from a number of sources;

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

1. **A synopsis of the curriculum**

Written and spoken French are now, arguably, so far apart as to constitute distinct varieties. Unlike most French modules, this module will take the latter as its starting point. The phonology (sound system) will first be explored, and basic transcription skills acquired, with consideration of recent and ongoing changes in the general system known as français standard. The module will then move on to consider the gap between written and spoken French grammar, notably in such areas as the tense/mood system, morphosyntax or pronouns, grammatical gender and agreement, and verb classification. The treatment of neologisms, and particularly the status of franglais in contemporary French, will also be considered. Although the module will provide students with some basic tools of linguistic description, no background in Linguistics is required or assumed.

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

Battye, A; Hintze, M-A. and Rowlett, P. (2000) *The French Language Today*. London: Routledge.

Fagyal, Z; Kibbee, D, and Jenkins, F. (2006) *French: A Linguistic Introduction*. Cambridge: Cambridge University Press.

Lodge, R.A.; Armstrong, N., Ellis, Y. & Shelton, J. (1997) *Exploring the French Language*. London: Edward Arnold.

Price, G. (2005) *An Introduction to French Pronunciation*. Oxford: Blackwell.

Tranel, B. (1987) *The Sounds of French*. Cambridge University Press.

Walter, H. (1988) *Le Français dans tous les sens*. Paris: Laffont. (or *French Inside Out*. (1994) London: Routledge)

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%
* Group presentation (20 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)**

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

French degree programmes tend to overemphasise writing at the expense of speech, leaving students unaware of the gap at all levels between spoken and written language. An important aim of this module is to raise awareness of these differences in advance of the Languages Year Abroad Module. The module provides a key insight into the features of the spoken language as a key communication skill. The module provides both a theoretical and practical framework for students to draw upon as they prepare for their time living and studying in a Francophone environment.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 02/02/17 | Major | September 2017 | 9, 13-14 | No |
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| Revised FSO Jan 2018 |