1. **Title of the module**

FREN6010 (FR601) – Mothers and Daughters in Women’s Writing

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 6

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 Critically analyse issues surrounding the relationships between mothers and daughters who become writers (such as identity and evolving representations);

8.2 Demonstrate a critical appreciation of issues raised by women writers;

8.3 Evaluate the role of the family in French society;

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

8.5 Demonstrate their efficient reading speed in French.

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

9.1 Communicate effectively in oral presentations;

9.2 Write cogent, well-constructed essays, developing sustained arguments, and supported by textual evidence;

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

9.4 Synthesise and critically evaluate information from a number of sources (problem solving);

9.5 Undertake independent research in library collections and use appropriate academic databases online.

1. **A synopsis of the curriculum**

The module is designed to acquaint students with samples of the main trends within the work of Twentieth Century Women writers by paying close attention to the relations between mothers and their daughters who become writers. Each novel chosen is one of personal analysis of the often-violent relationship between the mothers and their daughters who turn to writing in a search for identity and liberation from the mother or maternal figure of their youth. Students analyse the texts in order to evaluate how the picture of the mother has evolved. We will pay close attention to the underlying theme of the progression of the role of women in French society. Each text will also provide us with a variety of specific themes to discuss which will enable us to better understand the changes which French women have faced during this century.

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

Colette: *Sido*

Françoise Sagan: *Bonjour Tristesse*

Marie Cardinal: *Les Mots pour le dire*

Marguerite *Duras: L’Amant*

Nathalie Sarraute: *Enfance*

Annie Ernaux: *Une femme*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Examination (2 hours) – 40%
* Essay (2,200 words) – 40%
* Presentation (20 minutes) – 20%
	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* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Examination | **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**

Internationalisation is incorporated into the assessment methods of this module, as students have the option to be assessed through French or English.

The content of this module is also international, as it looks at the changing role of women in French society. French writing is studied in an international context through the inclusion of texts which are written in French but set or partly set outside of metropolitan France.

**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) |
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| Revised FSO Jan 2018 |