1. **Title of the module**

FREN6130 (FR613) – The Reader and the Text

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 Accurately assimilate concepts such as the ideal, the real and the implied reader, following critical reflection on these topics;

8.2 Explore in detail and relativise author-centred methods of literary interpretation by taking account of reader-response theory;

8.3 Demonstrate cogent analytical skills for the study of narrative technique and structure;

8.4 Demonstrate a critical appreciation of a range of experimental literature of the twentieth century;

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

8.6 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;

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

9.3 Give finely honed 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 (problem solving);

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

1. **A synopsis of the curriculum**

This module aims to examine literature from an unusual angle by concentrating on the importance of the figure of the reader for the interpretation of novels. Often novels address the reader directly; some novels are written in the second person, as if the reader were a central character. Sometimes novels involve ‘self-reflexive’ or ‘self-referential’ elements that force the reader to reflect on his/her own expectations of literature. When novels invoke the reader in these various ways, they invite us to reflect on the text – how it comes to exist, who it is for, what is its message or purpose – in new and challenging ways. The module also concentrates on the 'nouveau roman', which involves sustained reflection on these and related questions.

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

Balzac: *Le Colonel Chabert* (any edition)

Butor: *La Modification* (any edition)

Gide: *Les Faux-Monnayeurs* (any edition); *Journal des Faux-Monnayeurs* (any edition)

Robbe-Grillet: *La Jalousie* (any edition)*, Pour un nouveau roman* (any edition)

Sarraute: *Les Fruits d’Or* (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
* Critical Writing Exercise (500 words) – 20%
* Essay (2,700 words) – 60%
* 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* | *8.6* | *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** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Critical Writing Exercise | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** | **x** |
| Presentation | **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 enhances students' learning in respect of internationalisation by allowing them to engage with a corpus of non-UK (French) texts, allowing them to gain insights into a non-UK culture's thinking and practice/range of practices in the literary sphere. Moreover, these texts have had an international impact in themselves.

**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 |