1. **Title of the module**

FREN6200 (FR620) – The Art of Memory: Childhood in Modern French Literature

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**

Prerequisite: FREN3300 – French Beginners A1-A2 (Intensive) or equivalent level of ability

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

Optional for the BA French (Single and Joint Honours)

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

8.1 Explore in depth a range of twentieth-century literary works in French that reflect on the nature of childhood, memory, and memories of childhood;

8.2 Reflect critically on the role and significance of memory and childhood in a variety of literary genres;

8.3 Demonstrate a critical understanding of the narratological import of the relationship between the fictional and the autobiographical;

8.4 Demonstrate a critical appreciation of the ways in which memory can bear upon literary form;

8.5 Demonstrate confident analytical skills for the study of narrative technique and structure;

8.6 Demonstrate their ability to read 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, 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 and confidently;

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

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

9.7 Make effective use of information technology.

1. **A synopsis of the curriculum**

It is commonly accepted that identity or a sense of self is constructed by and through narrative – the stories we tell each other and ourselves about our lives. This module explores the complex relationships that exist between memory, nostalgia, writing and identity in a range of twentieth-century autobiographical and first- and third-person fictional works in French. These texts foreground issues of childhood, memory, history, and trauma in the construction of identity.

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

Ernaux, A. (2007). *La Place*. Paris: Gallimard.

Germain, S. (2001). *L’Enfant Méduse*. Paris: Gallimard.

Kofman, S. (2005). *Rue Ordener, rue Labat*. Paris: Galilée.

Perec, G. (2001). *W ou le souvenir d’enfance*. Paris: Denoël.

Proust, M. (2001) *Combray. In: Du côté de chez Swann*. Paris: Gallimard.

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 (2,400 words) – 60%
* Presentation (15 minutes) – 20%

13.2 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 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CWE | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **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.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 30/09/2015 | Minor | Autumn 2015 | 11 | No |
| 12/12/2019 | Minor | September 2020 | 1 | No |