1. **Title of the module**

FREN3010 (FR301) – Introduction to French Literature and Culture 1

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

Arts and Humanities (MLL, School of European Culture and Languages)

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

Level 4

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

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

None

1. **The course(s) of study to which the module contributes**

Optional for BA French (Single & 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 an appreciation of the history of French drama from the seventeenth to the twentieth century;

8.2 Demonstrate analytical skills for the study of structure, dramatic technique and treatment of key themes in the French dramatic texts studied, and an ability to evaluate and describe examples of French drama;

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

8.4 Plan and write an essay analysing cultural and historical questions as they are articulated in drama;

8.5 Demonstrate their ability to develop lines of argument and make sound judgements in accordance with theories and concepts used in the study of literature.

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

9.1 Demonstrate written communication skills, including the emerging skill of original argument;

9.2 Write cogent, well-constructed essays 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 Undertake independent research in the library collections and using appropriate academic databases online.

1. **A synopsis of the curriculum**

This module is designed to introduce students to French literature, culture and history by the close study of a number of dramatic texts from the 17th, 18th, 19th, 20th and 21st centuries. The authors studied use drama to explore a wide variety of themes: religious, philosophical, political, literary and social questions will be examined as they are raised in each text. Students will undertake close readings of the primary texts and will make connections with broader political, social, historical and cultural issues.

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

Marivaux, Pierre de (2006) [1730], *Le Jeu de l’amour et du Hasard*. Paris: Larousse Petits Classiques ; (2006) *Marivaux Plays: Double Inconstancy*, *False Servant*, *The Game of Love and Chance* [etc.]. London: Bloomsbury

Molière (2006) [1664], *Le Tartuffe ou l’imposteur*. Paris: Larousse Petits Classiques; (2008) *The Misanthrope, Tartuffe and Other Plays*. Oxford: OUP.

Reza, Yasmina (2011) [2007], *Le Dieu du Carnage*. Paris: Magnard Classiques et contemporains; (2008) The God of Carnage. London: Faber.

Rostand, Edmond de (2007) [1897], *Cyrano de Bergerac*. Paris: Larousse Petits Classiques; (2006) *Cyrano de Bergerac*. Harmondsworth: Penguin Classics.

Sartre, Jean-Paul (2012) [1948], *Les Mains Sales*. Paris: Gallimard/Folio; (1989) *No Exit and Three Other Plays*. London: Vintage.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Screencast – 20%
* Essay Plan – 20%
* Essay (2,000 words) – 60%

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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** |  |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Screencast | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay Plan | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

Students will increase their knowledge of a non-UK language and culture across the ages by studying a number of plays, each of which has become internationally known.

**DIVISIONAL 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) |
| 12/02/16 | Major | September 2016 | 1, 6, 8-10, 12 | No |
| 10/01/20 | Minor | September 2020 | 8, 9, 13, 14 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Feb 2020 |