1. **Title of the module**

FREN3020 (FR302) – Introduction to French Literature and Culture II

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

Arts and Humanities (MLL)

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)**

Spring

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 an elective (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 variety and richness of the French narrative tradition from the eighteenth century to the present day;

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

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

8.4 Plan and write an essay analysing cultural and historical questions as they are articulated in short narrative fiction.

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 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 use appropriate academic databases online;

9.5 Present information orally in a structured and coherent manner.

1. **A synopsis of the curriculum**

This module is designed to introduce students to the range and variety of French literature by the close study of a number of short fictional texts from the 18th, 19th, 20th and 21st centuries. The authors studied use short fiction to explore a wide variety of themes: philosophical, political, 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 and cultural issues.

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

Aymé, M. (2008) [1943] *Le Passe-muraille*. Paris: Gallimard; (2012) *The Man Who Walked Through Walls*. London: Pushkin Press.

Balzac, Honoré de. [1831] ‘Le Réquisitionnaire’ / ‘The Conscript’ [any edition]

Beauvoir, S. de (1973) [1967] *La Femme rompue*. Paris: Gallimard; *The Woman Destroyed* [any edition].

Camus, A. (2013) [1957] *L’Exil et le Royaume*. Paris: Gallimard; (2006) *Exile and the Kingdom: Stories* [any edition]

Graffigny, F. de [1747] *Lettres d’une Péruvienne* [any edition]; *Letters of a Peruvian Woman*. Oxford: Oxford University Press, 2009

Maupassant, Guy de. [1884] ‘La Parure’ / ‘The Necklace’; ‘Un Duel’ / ‘A Duel’ [any edition]

Sebbar, Leïla. (1996) *La Jeune Fille au balcon*. Paris: Seuil

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 Plan (500 words) – 20%
* Essay (2,000 words) – 60%
* Screencast/Presentation – 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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** |  |  |  |  |  | **x** |
| Lecture | **x** | **x** |  |  |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay Plan | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Essay | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |
| Screencast/Presentation | **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**

This module, by its very nature, is international in scope: it focuses on texts written in French by French authors, which may be studied either in English or in French. Students are encouraged to reflect on the cultural specificity of France and of French-speaking countries across the period of study (18th to 21st century), and the question of international relationships and colonisation comes up specifically as themes in several of the texts studied (e.g. Graffigny and Camus).

**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, 8-13 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Jan 2018 |