1. **Title of the module**

FREN5390 (FR539) – History of French

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**

Prerequisite: FREN6480 – French Upper Intermediate B2, or FREN6520 – French Intermediate B1-B2 (Intensive)

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

Optional for 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 Demonstrate confidence when identifying the processes that have brought about linguistic standardisation in France, and show how they operate today;

8.2 Demonstrate and apply comprehensive understanding when using the basic vocabulary of general and historical linguistics;

8.3 Critically evaluate the views of linguists and non-linguists regarding variation and change in the modern language (e.g. by challenging traditional notions of ‘good’ language);

8.4 Confidently identify and roughly date texts in French from the period 850-2000, on the basis of recognisable linguistic indicators.

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

9.1 Initiate and participate in discussion of issues raised within the wider field of study;

9.2 Demonstrate confident and professional communication skills;

9.3 Write cogent, well-constructed essays supported by primary and secondary sources.

1. **A synopsis of the curriculum**

This module will view French as a case study in language standardization. How did a despised dialect of late Latin grow in stature to become a nationally and internationally prestigious standard language? We begin by outlining Haugen’s model of standardisation, and the processes are that associated with them. Starting with Selection of Norms, we consider the earliest French texts and show how they differ from Latin and from Modern French, and look at evolving medieval attitudes to dialects and Classical Latin. As French gradually replaces Latin, we consider Elaboration of Function and Codification, before moving to Acceptance (or perhaps imposition?) of French as a national language in the wake of the Revolution. The latter part of the course looks at language maintenance and the role of normative institutions in controlling or resisting change.

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

Ayres-Bennett, W. (1996) *A History of the French Language through Texts.* London: Routledge

Lodge, R.A. (1993) French: From Dialect to Standard. London: Routledge

Rickard, P. (1989) *A History of the French Language*. London: Routledge

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 (2,500 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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study |  | **x** |  | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Critical Writing Exercise | **x** | **x** |  | **x** |  |  | **x** |
| Essay | **x** | **x** | **x** |  |  | **x** | **x** |
| Presentation | **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**

While this module focuses on the documented history of French, the principles and models that underpin it apply universally to modern, advanced societies in which a standard or prestige language has emerged. Parallels will be drawn with standardisation in other nation-states (notably Great Britain and Italy), and issues relating to standardization and preservation of minority languages in the French context (e.g. Breton, Basque) will have resonance for revitalisation movements elsewhere. The aim at Stage 3 is to move from the particular to the universal, and the issues relating to French outlined here will almost without exception be relevant for speakers and users of other standardized varieties, irrespective of their origins.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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