1. **Title of the module**

FREN6460 (FR646) – Crossing Borders: French and Francophone Travel Writing

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); BA French Studies (Single and Joint Honours)

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

8.1 Demonstrate a detailed and critical appreciation of a range of travel writing produced by French writers during the 19th and 20th century;

8.2 Demonstrate confident and coherent analytical skills for the study of structure, prose and poetic technique, the portrayal of travel and its critical connections to aspects of (post)modernity;

8.3 Accurately evaluate of literary texts by close reading of literary passages;

8.4 Demonstrate their ability to read French quickly, and to listen and understand spoken French accurately.

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

9.1 Demonstrate the ability to communicate information and arguments effectively and coherently;

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

9.3 Demonstrate the ability for self-managed learning in the preparation of further study;

9.4 Effectively and critically analyse cultural products, within the framework of sustained, evidence-based arguments.

1. **A synopsis of the curriculum**

This module will explore the evolution of the notion of travel in modern French thought and literature by looking at a wide range of French travel writing in prose as well as poetry, essays, and travel diaries from the late 19th century to the late 20th century. The objective is to show how travel writing questions the relevance of myths about travel itself (often seen as a means to discover new worlds and to allow different cultures to blend) or about the other and otherworldliness. It is also to explore how the act of traveling and the act of writing can work together to cross borders linguistic, but also cultural and stylistic nature.

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

Bouvier, N. (1996). *Le Poisson-Scorpion*. Paris: Gallimard.

Kerangal (de), M. (2012). *Tangente vers l’est*. Paris: Gallimard.

Maillart, E. (1952). *La voie cruelle*. Paris: Payot.

Mabanckou, A. (1998). *Bleu, Blanc, Rouge*. Paris: Présence Africaine.

Michaux, H. (1929). *Ecuador*. Paris: Gallimard.

Segalen, V. (1907). *Les Immémoriaux*. [Extracts will be supplied].

Segalen, V. (1999). *Essai sur l’exotisme*. Paris: Livre de Poche.

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 (2,250 words) – 60%
* Presentation (15 minutes) – 20%
* Critical Writing Exercise (500 words) – 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 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Critical Writing Exercise | **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**

Internationalisation is actively incorporated in the subject content, teaching methods/activities, and assessment tasks.

Students learn about the importance of transnational literature through the examination of travel narratives written in French. Concepts of national, cultural, and literary borders are introduced, defined, and questioned in class.

Texts are read in their original language (French). Classes are taught in French, and students are invited to discuss the primary texts in French during class discussions and group activities. In preparation for each class, students are required to access, investigate and analyse international resources in relation to the theory of travel writing and postcolonial studies as well as a range of international primary sources.

Students are given the opportunity to present their oral and written work in English or in French.

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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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/2020 | Minor | September 2020 | 1, 12, 11, 13, 14 | No |
|  |  |  |  |  |