



# FRN 347

## French Literature

S1 Day 2018

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Alex Kurmann

[alex.kurmann@mq.edu.au](mailto:alex.kurmann@mq.edu.au)

Contact via 02 9850 8809

AHH L2 North Wing

Wednesday 10am-12pm

Credit points

3

Prerequisites

FRN227

Corequisites

FRN336

Co-badged status

Unit description

This unit offers a study of some representative Francophone texts. This unit requires a solid knowledge of the French language. Students will further develop their knowledge of French language and culture through a detailed study of the body of works. The unit engages students' analytical and critical abilities, introducing them to research in French Studies. (B2 in the Common European Framework of Reference for Languages.)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.

To learn to read literary texts in a deep and critical manner so as to develop individual

research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafrican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.

Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading, thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.

To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.

To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.

To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

All assessment tasks are compulsory and must be handed in or sat on time. Students unable to meet due dates may apply for an extension in writing by submitting an application for 'Special Consideration' via [ask.mq.edu](http://ask.mq.edu), which comes through to the unit convenor, who will approve the extension online. Students who have an extension approved will not receive any penalties. Tasks handed in early will not be marked and returned before the due date.

Students are also advised not to travel overseas during the session when assessments are in progress.

## Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for

lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Journal de réflexion</u>	30%	No	Wednesday of Weeks 3 and 8
<u>Analyse de texte en groupe</u>	20%	No	In class from weeks 4 to 12
<u>Plan de dissertation</u>	10%	No	Wednesday week 10
<u>4. Dissertation littéraire</u>	40%	No	Wednesday of week 13

### Journal de réflexion

Due: **Wednesday of Weeks 3 and 8**

Weighting: **30%**

#### Internal and External Students

Students will begin journal entries in French at the end of each lesson in which they will record their personal response of the text discussed that week. They will choose two of these to write into short texts of no more than 200 words each in French for submission in class in weeks 3 and 8, worth 15% each .

These short written pieces are a way for students to learn to write short thesis statements that take an individual critical point of view on a text. These assessments will prepare students for their final essay, which requires each student to formulate his or her own essay question and present a personal thesis about some aspect of the literary text discussed.

Examples and explanations will be given in class prior to these assessments.

Students will therefore write one journal entry for each theme below.

#### **A. Intertextuality: Eurasian and Eurafrican Literary Connections. Weeks 1 to 4**

#### **B. Comparative Literature 1: Migration to and from France- Indochina. Weeks 5 to 8**

On successful completion you will be able to:

- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafrican Literary Connections; 2. Francophone Comparative Literature:

Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.

- To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## Analyse de texte en groupe

Due: **In class from weeks 4 to 12**

Weighting: **20%**

### Internal Students

In weeks one and two of the unit, students will form groups of 2 or 3 and will choose which text they will work on. The choice of text will determine which week, from week 4 to 12, they will complete their oral task. Texts and the week they will be studied in class can be found on the 'Unit Schedule' below and in Ilearn.

Between weeks 1 and 4 the tutor will model a range of interactive activities employed to teach students about the complexities of a short extract of the main text studied that week. The full text will be either a literary text or a critical text (an academic article) about the literature that the class read the week before. Resources will also be provided on Ilearn to give groups ideas about possible teaching activities.

For example, in week 7 we will study *Retour à la saison des pluies* by Kim Lefèvre and in week 8 we will study the article by Michelle Bacholle-Boskovic: «Cahier d'un retour au pays natal: Kim Lefèvre et Marie Cardinal.» *Mots Pluriels et Grands Thèmes de Notre Temps*, 2001 Apr, Vol.17.

In consultation with their tutor, each group will find an extract of no more than one page that they feel would be of learning interest to their classmates. The group will come up with an activity that lasts no more than **20 minutes** to conduct with the class **in French** to teach them at least **3 important points** about their chosen extract, which reflect the general theme of the 4 week section of the unit (please see the 'Unit schedule'). All students must actively play a spoken part in the session. Students are encouraged to be as creative as possible. They may use mixed media, props and any other device to carry out the activity.

**External Students** will present their own textual analysis of a one page [maximum] extract of a text studied in class as a 10 minute individual video or audio recording. As part of the assessment, they will explain or show in detail how they would go about conducting an activity in class to facilitate a deep understanding of the text analysed. This talk will include the

'teacher's' monologue and possible problematic aspects of teaching students about this text. **Due by Friday of week 12.**

On successful completion you will be able to:

- To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.
- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafrican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.
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- To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## Plan de dissertation

Due: **Wednesday week 10**

Weighting: **10%**

### Plan de dissertation avec question à développer

#### Internal and External Students

In consultation with their tutor each student will formulate their own essay question which either deals with the subject of intertextuality, or compares, 2 of the literary texts discussed in the course under one of the themes of the unit (please see the 'Unit schedule'). The student will provide a detailed, structured plan of their proposed essay **in French** of approximately **250 words**, with a bibliography that includes at least 3 secondary sources not previously provided by their lecturer and found at the library. The plan is to be submitted in class on Wednesday of week 10. They will be marked and returned in class in week 11 so that students can work on their essays.

On successful completion you will be able to:

- To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.
- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.

## 4. Dissertation littéraire

Due: **Wednesday of week 13**

Weighting: **40%**

### Dissertation de littérature comparée

#### Internal and External Students

Students will compose a comparative literature essay of 1500 in French that compares 2 texts studied in the unit and answers the question proposed and follows the structure presented in their essay plan (revisions suggested by the teacher inclusive). They will submit the essay by **5pm Wednesday of week 13 session 1 2017**. The final lesson in week 13 will be used as time for students to peer review/proof read each other's essays. It is therefore in the students' interest to start their essays early, to prepare a draft before this time and attend this final class.

**Please see 'Assessments' in ILearn for detailed assessment rubrics and indicative examples for ALL assessments.**

On successful completion you will be able to:

- To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with

intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.

- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafrican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.
- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.
- To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## Delivery and Resources

### Learning and Teaching Strategy

To achieve the learning outcomes associated with this unit, students will be required to engage with a range of 20th and 21st century Francophone literary and critical texts. The theme of the unit is the interconnectedness of literatures. To this end assessment will be based on a diary of personal reflections of three of the texts studied, participation in a group oral task in which students will conduct an activity based on a textual analysis of a text extract, an essay plan and self-formulated research question, and finally an essay on intertextuality or comparative literature in French. Students will be expected to be familiar with the week's readings prior to each class. Classes will be interactive - there will be scope for teamwork in pair and group discussions. There will be both speaking and writing activities in French every class. Students will be encouraged to think creatively in this unit and take the time to reflect on their own responses to the texts. They will be guided to becoming independent researchers when working on their literary analysis essays.



## Classes

Each weekly class consists of one block of 2 hours. For more information and for the latest updates on times and the venue, see the official University timetable on <https://timetables.mq.edu.au>. Classes start at five minutes past the hour and students are encouraged to maximise their learning by coming to as many classes as possible.

External students will be expected to listen to the lecture recordings available after each class and will be able to interact with each other through online discussion forums for their benefit.

## Required and Recommended Texts and/or Materials

There is no one set text. The unit materials consist of a series of primary and secondary literary texts, which, in weeks 1-4 are made available online. (Critical texts -academic articles - will be provided on Ilearn each week as well as literary text extracts.) These will remain accessible at all times, for the entire duration of the session. Books to be bought and read in full are: *Le palais du Mandarin* by Than-Van Tran-Nhut, *Retour à la saison des pluies* by Kim Lefèvre, *L'étranger* by Albert Camus and *Shérazade, 17 ans, brune, frisée, les yeux verts* by Leïla Sebbar (all in the original French). These are available at the University book shop or can be purchased individually by students online, keeping in mind that differing editions will have differing page numbers to those mentioned in class. All of these texts will be the subject of discussion for each week of the course. Please see the 'Unit schedule' below and on ILearn to see which texts are studied when.

## TECHNOLOGY USED AND REQUIRED

### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- For central technical support go to: [http://www.mq.edu.au/about\\_us/offices\\_and\\_unit](http://www.mq.edu.au/about_us/offices_and_unit)

[s/information\\_technology/help/](#)

- For student quick guides on the use of iLearn go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Unit Schedule

General course outline:

**Partie 1. Intertextuality: Eurasian and Eurafrican Literary Connections. Weeks 1 to 4**

**Partie 2. Comparative Literature 1: Migration to and from France- Indochina. Weeks 5 to 8**

**Partie 3. Comparative Literature 2: Experiencing the 'Other' - The Maghreb. Weeks 9 to 12**

Critical texts (academic articles) will be provided on ILearn each week as well as literary text extracts in weeks 1 to 4. Books to be bought and read in full are: *Le palais du Mandarin* by Thanh-Van Tran-Nhut, *L'étranger* by Albert Camus and *Shérazade, 17 ans, brune, frisée, les yeux verts* by Leïla Sebbar (all in the original French). These are available at the University book shop or can be purchased individually by students online, keeping in mind differing editions may have differing page numbers to the texts used in class by the tutor.

Unit schedule:

### **Partie 1: Intertextualité : l'appropriation de l'autre**

#### **Semaine 1. Théorie de l'intertextualité : Kristeva et l'universalité de l'intertexte**

Texte à lire fourni en ligne [provided online]:

« *Le Mot, le dialogue et le roman.* » *Sêmeiōtikē : recherches pour une sémanalyse* de Julia Kristeva.

Organisation des groupes des analyses de texte de semaine 4 à 12.

#### **Semaine 2. Rapports eurasiatiques: Ingeborg Bachmann comme possédée exilique de Linda Lê**

Extraits fournis de :

« Ingeborg Bachmann » *Tu écriras sur le bonheur* de Linda Lê

*Montauk : Un récit* de Max Frisch.

« Ingeborg Bachmann » de Jaccottet, Philippe *Les Cahiers du GRIF* 35 (1987): 90-93. [Persee]

#### **S.3. Rapports eurafricains : le Plagiat ou l'intertexte ?**

Extraits fournis de :

*Le Petit prince de Belleville* de Calixthe Beyala

*La vie devant soi* de Romain Gary [Emile Ajar] [[http://leplagiat.net/?page\\_id=523](http://leplagiat.net/?page_id=523)]

#### **S.4. Plagiat : les perspectives légales et postmodernes**

Textes à lire fournis :

« Liberté de création, plagiat et droit d'auteur » de Carine Bernault.

« Le postmoderne et la question du plagiat littéraire » de Jacques Fux.

## **Partie 2. Littérature comparée 1: les aller-retour - L'Indochine**

**(Les textes des écrivains vietnamiens)**

### **S.5. Migration en France :**

*Le palais du Mandarin* de Thanh-Van Tran-Nhut à acheter [to buy]

### **S.6. Texte critique:**

Texte à lire fourni:

Do, Tess. "La construction de l'espace alimentaire harmonisateur dans *Le palais du Mandarin* de Thanh-Van Tran-Nhut."

### **S.7. Retour au pays natal**

*Retour à la saison des pluies* de Kim Lefèvre [extraits fournis]

### **S.8. Texte critique:**

Texte à lire fourni:

Bacholle-Boskovic, Michèle « Cahiers d'un retour au pays natal: Kim Lefèvre et Marie Cardinal. » *Mots Pluriels et Grands Thèmes de Notre Temps*, 2001 Apr, Vol.17.

## **Partie 3. Littérature comparée 2: l'expérience d'autrui - Le Maghreb**

**(Les textes des écrivains liés à l'Algérie)**

### **S. 9. Pieds-noirs :**

*L'étranger* d'Albert Camus à acheter

### **S. 10. Texte critique:**

Texte à lire fourni:

Chetouani, Lamria . « L'étranger d'Albert Camus: une lecture à l'envers du stéréotype arabe. » *Mots*, 1992, Vol.30(1), pp.35-52. [Persee]

### **S.11. Une immigrée en France:**

*Shérazade, 17 ans, brune, frisée, les yeux verts* de Leïla Sebbar à acheter

### **S.12. Texte de discussion :**

Texte à lire fourni:

Soheila, Kian. «Une Entrevue avec Leïla Sebbar: l'écriture et l'altérité de Kian Soheila ». *The French Review*, 1 October 2004, Vol.78(1), pp.128-136 [JSTOR].

### **S13. Auto-évaluation des essais en classe**

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

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- Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading,

thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.

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## **Assessment tasks**

- Journal de réflexion
- Analyse de texte en groupe
- Plan de dissertation
- 4. Dissertation littéraire

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

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also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.

## Assessment tasks

- Journal de réflexion
- Analyse de texte en groupe
- Plan de dissertation
- 4. Dissertation littéraire

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.
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## Assessment tasks

- Journal de réflexion
- Analyse de texte en groupe
- 4. Dissertation littéraire

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.
- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafrican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.
- Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading, thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.
- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.



- To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## **Assessment tasks**

- Journal de réflexion
- Analyse de texte en groupe
- Plan de dissertation
- 4. Dissertation littéraire

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- To come to understand the notion of intertextuality - the presence of other works in a text - and the interconnectedness of all texts. Students will become familiar with intertextuality theories and theorists such as Julia Kristeva. They will learn to seek out for themselves instances of intertextuality both in works studied and in texts beyond the scope of the course, thus becoming literary researchers themselves.
- To learn to read literary texts in a deep and critical manner so as to develop individual research questions regarding the guiding themes of the course: 1. Intertextuality: Eurasian and Eurafican Literary Connections; 2. Francophone Comparative Literature: Migration to and from France -Indochina. 3. Francophone Comparative Literature: Experiencing the 'Other' - The Maghreb.
- Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading,

thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.

- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.

## **Assessment tasks**

- Journal de réflexion
- Analyse de texte en groupe
- Plan de dissertation
- 4. Dissertation littéraire

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcome**

- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.

## **Assessment tasks**

- Plan de dissertation
- 4. Dissertation littéraire

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading, thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.
- To develop skills in critical and analytical thinking, and the ability to write a formal, structured argument in French. To acquire the skills to write an essay on a literary subject of their own choosing that is broadly based on comparative literature or a case of intertextuality identified by the student. Independent learning and research are strongly encouraged.

## **Assessment tasks**

- Analyse de texte en groupe
- Plan de dissertation
- 4. Dissertation littéraire

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Through modelling by the course tutor, students will learn in groups how to carry out their own textual analyses and will subsequently conduct teaching activities to pass this knowledge on to their colleagues. In so doing they will gain skills in critical reading, thinking and in communicating important concepts in literature to their peers. They will also gain skills in teaching a foreign language through literature, which may be of particular interest to students wishing to become language teachers.
- To acquire an awareness of the global expanse of the French-speaking world that

includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## **Assessment tasks**

- Journal de réflexion
- Analyse de texte en groupe
- 4. Dissertation littéraire

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- To become well acquainted with a variety of key French language literary texts of the twentieth and twenty-first centuries that represent a range of Francophone national literatures. To understand the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them.
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French. To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, and Southeast Asian origin.

## **Assessment tasks**

- Journal de réflexion
- Analyse de texte en groupe
- 4. Dissertation littéraire