

Centre for Modern European Languages, Literatures and Culture Studies (CMELLCS)
Bhasha – Bhavana, Visva-Bharati

Name of the Programme: **Four Year Undergraduate Programme – French (Major)**

Revised Syllabus (June 2025)

Semester	Course Title	No. of Credits	Full marks with break-up [Internal marks+Final Exam marks =Full marks]	Type of Course
Semester I	M1 – French through Written Expressions - I	04	20 + 80 = 100	Theory
	M2 – French through Oral Expressions – I (Oral)	04	20 + 80 = 100	Practical
	SEC1: Corrective Phonetics (Oral)	03	15 + 60 = 75	Practical
Semester II	M3 – French through Written Expressions - II	04	20 + 80 = 100	Theory
	M4 – French through Oral Expressions – II (Oral)	04	20 + 80 = 100	Practical
	SEC2: Life in France and Francophone Countries – I	03	15 + 60 = 75	Theory
Semester III	M5 – French through Written Expressions – III	04	20 + 80 = 100	Theory
	M6 – French through Oral Expressions – III (Oral)	04	20 + 80 = 100	Practical
	SEC3: Life in France and Francophone Countries – II	03	15 + 60 = 75	Theory
Semester IV	M7 – French through communicative approaches (Oral)	04	20 + 80 = 100	Practical
	M8 – Techniques of Written Expression - I	04	20 + 80 = 100	Theory
	M9 - French through Indian texts translated in French (IKS Module)	04	20 + 80 = 100	Theory
	M10 – Major Literary movements in France – I	04	20 + 80 = 100	Theory
Semester V	M11 – Techniques of Written Expressions - II	04	20 + 80 = 100	Theory

	M12 – Major Literary Movements in France – II	04	20 + 80 = 100	Theory
	M13 – Basic course in Translation: Theory and Practice	04	20 + 80 = 100	Theory
Semester VI	M14 – Introduction to Francophone Literature – I	04	20 + 80 = 100	Theory
	M15 – Advanced course in Translation: Theory and practice	04	20 + 80 = 100	Theory
	M16 - Introduction to Western and Indian Thought – I (IKS Module)	04	20 + 80 = 100	Theory
Semester VII	M17 – Introduction to Linguistics	04	20 + 80 = 100	Theory
	M18 – Introduction to Francophone Literature – II	04	20 + 80 = 100	Theory
	M19 – Introduction to Western and Indian Thought – II (IKS Module)	04	20 + 80 = 100	Theory
	R1- Research Methodology	04	20 + 80 = 100	Theory
	M22 – Tagore in French Translation	04	20 + 80 = 100	Theory
Semester VIII	M20 – Methodology of Teaching Foreign Language with Special Reference to French	04	20 + 80 = 100	Theory
	M21 – Western and Indian Literary Theories (IKS Module)	04	20 + 80 = 100	Theory
	R2 – Academic Writing	04	20 + 80 = 100	Theory
	R3 – Dissertation	04	100	Theory
	M-23 – Literary Translation*	04	20 + 80 = 100	Theory
	M24 – Scientific and Technical Translation*	04	20 + 80 = 100	Theory

***Note: As per the Memo Aca/NEP/2171/2023-24 dated 10/08/2023, the courses M22, M23 & M24 will be offered to those students who have got CGPA less than 75% in 3 years or have got CGPA equal to or more than 75% in 3 years but do not desire the Research degree.**

Details of the Courses:

Semester I

Course Summary

M1 – French through Written Expressions - I

M2 – French through Oral Expressions – I (Oral)

SEC1: Corrective Phonetics (Oral)

M1 – French through Written Expressions – I

Prescribed Textbook:

POISSON-QUINTON Sylvie, Expression Écrite – I, CLE International, 2004.

Reference Book:

SIREJOLS Évelyne & Giovanna TEMPESTA, Grammaire le nouvel Entraînez-vous avec 450 nouveaux exercices, CLE International, 1996.

1. Course Objectives

- To develop basic written communication skills in French through practical themes.
- To introduce students to everyday French writing forms: descriptions, invitations, apologies, and scheduling.
- To reinforce grammatical structures through contextual writing.
- To build vocabulary related to personal, social, and temporal contexts.
- To encourage clarity, coherence, and correctness in short written forms.

2. Intended Learning Outcomes (ILO)

- Fill out basic information forms and write personal descriptions (Unit 1).
- Express plans and fix appointments using days and dates in writing.
- Accept or refuse invitations with appropriate tone and expressions.
- Use basic structures of present, near future, and simple past tense in written form.
- Produce short personal messages, notes, and informal emails.
- Demonstrate grammatical accuracy in simple written interactions.

3. Pedagogical Approach

- Communicative Approach: Focus on writing as a means of communication, simulating real-life situations.
- Task-Based Learning: Each lesson will include tasks such as form-filling, writing invitations, and refusals.
- Inductive Grammar Integration: Grammar points will be taught contextually from writing activities and reinforced with reference book exercises.

- Collaborative Writing: Pair and group writing tasks to encourage peer learning.
- Scaffolded Writing: Activities will move from controlled to guided to free writing.

4. Unit-wise Breakdown

Unit 1: J'ai quelque chose à vous demander

Lesson 1: Remplissez une fiche description – Learning to complete personal data forms, describe self or others.

Lesson 2: J'arrive jeudi – Writing messages about arrivals and travel plans using time expressions.

Lesson 3: On se marie le 16 – Learning to write about future events and celebrations using dates.

Unit 2: J'aimerais venir mais c'est impossible

Lesson 4: Bravo, c'est super ! – Expressing congratulations and appreciation in writing.

Lesson 5: Tu viens dimanche ? – Writing informal invitations and questions about availability.

Lesson 6: Désolé, je ne peux pas. – Writing refusals and apologies with appropriate politeness.

5. Grammar Topics Covered

- Present tense of common verbs
- Near future (futur proche)
- Expressions of time and date
- Personal pronouns
- Agreement of adjectives
- Negation
- Basic sentence structure

6. Continuous Evaluation Criteria

Component
Class Participation
In-class Writing Tasks
Homework Assignments
Mid-Term Test (Written)

Details:

- Weekly short writing tasks (form filling, emails, invitations)

- Grammar quizzes based on reference book exercises
- Peer correction sessions

7. Assessment Tools

- Writing rubrics assessing clarity, vocabulary, grammar, coherence, and task completion.
- Formative feedback during peer reviews and individual corrections.
- Emphasis on revision and rewriting after feedback.

M2 – French through Oral Expressions – I (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, LIONS-OLIVIERI Marie-Laure, Version Originale: Méthode de Français – I, Éditions Maison des Langues, 2013.

Chapters to be Studied:

- Unit 1: Parlez-vous français.
- Unit 2: Elle s'appelle Laure.
- Unit 3: Mon quartier est un monde.
- Unit 4: Tes amis sont mes amis.
- Unit 5: Jour après Jour.
- Unit 6: On fait les boutiques.
- Unit 7: Et comme dessert ?
- Unit 8: Je sais bricoler.

1. Course Objectives

- To enable learners to engage in simple oral communication in French.
- To build basic oral interaction skills through listening and speaking activities.
- To strengthen pronunciation, fluency, and listening comprehension.
- To use authentic communicative contexts from everyday life.
- To familiarize learners with oral strategies: asking questions, giving information, expressing opinions.

2. Intended Learning Outcomes (ILO)

- Introduce oneself and others with appropriate expressions.
- Describe one's neighborhood, friends, daily routine, and shopping habits.
- Interact in simple dialogues in shops, cafes, and homes.
- Express likes, preferences, and opinions orally.
- Demonstrate understanding of everyday spoken French via listening activities.
- Engage in basic oral tasks: role plays, information gap tasks, and interviews.

3. Pedagogical Approach

- Spoken interaction approach with a strong focus on real-life conversations.
- Use of audio materials and role-playing from the textbook.
- Task-based learning: pair work, group discussions, and oral projects.
- Phonetic correction and pronunciation drills using authentic dialogues.
- Listening comprehension using video/audio clips from the textbook and external resources.

4. Unit-wise Breakdown (Themes & Oral Competencies)

Unit 1: Basic greetings, asking about languages spoken.

Unit 2: Introducing someone, spelling names, asking personal info.

Unit 3: Describing places, giving directions, locating on a map.

Unit 4: Talking about friends, relationships, and social life.

Unit 5: Talking about the routine and habits.

Unit 6: Shopping, asking prices, expressing preferences.

Unit 7: Talking about food, ordering at a restaurant.

Unit 8: Talking about hobbies and practical skills.

5. Continuous Evaluation Criteria

Component

Class Participation and Pronunciation Practice

Oral Interaction Tasks (Pair/Group work)

Listening Comprehension Exercises

Mid-Term Oral Test

Details:

- Regular oral practice using textbook dialogues and tasks
- Spontaneous conversations and guided role-plays
- Peer evaluations and feedback sessions
- Final task: Group dialogue, role-play or oral storytelling

6. Assessment Tools

- Rubrics focusing on fluency, pronunciation, vocabulary use, grammatical accuracy, and interaction quality.

- Teacher observation and peer feedback.
- Audio/video recordings for self-reflection and teacher review.

SEC1 – Corrective Phonetics (Oral)

Prescribed Material:

Course in charge may frame the course and choose the material as per availability and requirements of the students.

Reference Books:

- Charliac, Lucile et al., Phonétique progressive du français - Niveau débutant (A1/A2). Clé International.
- Charliac, Lucile, Annie-Claude Motron. Phonétique progressive du français - Niveau intermédiaire (A2/B1). Clé International.
- Charliac, Lucile, Annie-Claude Motron. Phonétique progressive du français - Niveau avancé (B2/C1). Clé International.

1. Course Objectives

- To improve students' pronunciation, intonation, and rhythm in spoken French.
- To correct common phonetic errors made by learners of French.
- To introduce phonetic symbols and basic concepts of French phonology.
- To help students distinguish and produce difficult French sounds.
- To enhance oral comprehension through phonetic awareness.

2. Intended Learning Outcomes (ILO)

- Identify and produce French phonemes (vowels, consonants, semi-vowels) accurately.
- Improve articulation and stress patterns appropriate to French.
- Understand and use the International Phonetic Alphabet (IPA) for French.
- Distinguish minimal pairs and sound contrasts in oral comprehension tasks.
- Demonstrate improved fluency and naturalness in spoken French.
- Develop autonomy in correcting one's own pronunciation errors.

3. Pedagogical Approach

- Audio-lingual approach emphasizing listening and repetition.
- Use of recordings, phonetic charts, and mirror drills for self-correction.
- Progressive exercises from the reference books adapted to learners' levels.
- Use of digital tools and software for phonetic practice (e.g., phonetic apps, speech analysis tools).
- Pair and group activities including reading aloud, tongue twisters, and phonetic games.

4. Continuous Evaluation Criteria

Component

Class Participation and Pronunciation Practice

Phonetic Exercises and Drills (Weekly)

Listening and Repetition Tasks

Mid-Term Pronunciation Test

Final Oral Performance / Phonetic Reading

Details:

- Practice with minimal pairs and phoneme recognition.
- Recording and self-analysis tasks.
- Corrective feedback from instructor and peers.
- Final task: Reading aloud with accurate pronunciation and intonation.

5. Assessment Tools

- Pronunciation rubrics assessing clarity, phoneme accuracy, rhythm, and intonation.
- Use of IPA for phonetic transcription.
- Recorded oral tasks evaluated by instructor.
- Self and peer assessment for improvement tracking.

Semester II

Course Summary

M3 – French through Written Expressions – II

M4 – French through Oral Expressions – II (Oral)

SEC2: Life in France and Francophone Countries – I

Course Details

M3 – French through Written Expressions – II

Prescribed Textbook:

POISSON-QUINTON Sylvie, Expression Écrite – I, CLE International, 2004.

Chapters to be Studied:

- Unit 3: Elle est comment ?

- Lesson 7: Je suis grande, brune...
- Lesson 8: Moi, je la trouve très jolie !
- Lesson 9: Elle n'est pas mal je préfère sa sœur !
- Unit 4: C'est un endroit fantastique !
 - Lesson 10: À louer gîte tout confort
 - Lesson 11: Embarquement immédiat porte 26
 - Lesson 12: Vive les vacances
- Unit 5: Fait divers
 - Lesson 13: Journée de rêve ou de cauchemar ?
 - Lesson 14: Où étiez-vous le 22 juin à 15 heures ?
 - Lesson 15: Nouvelle attaque d'une pharmacie en Aquitaine.

Reference Book:

SIREJOLS Évelyne et Giovanna TEMPESTA, Grammaire le nouvel Entraînez-vous avec 450 nouveaux exercices, CLE International, 1996.

1. Course Objectives

- To enhance written expression skills through extended personal and descriptive writing.
- To practice written narration and description using varied tenses and vocabulary.
- To produce more detailed and coherent writing on places, people, and events.
- To improve grammatical accuracy and sentence structure in written communication.
- To build confidence in writing short stories, advertisements, and travel narratives.

2. Intended Learning Outcomes (ILO)

- Write physical and character descriptions of people.
- Express opinions about people and preferences with justification.
- Describe places and events clearly and creatively.
- Compose personal narratives and travel accounts using appropriate connectors.
- Report past events or accidents using past tenses and detail.
- Use vocabulary and grammar appropriate to various written genres.

3. Pedagogical Approach

- Genre-based writing practice (description, narration, reports, ads).
- Grammar integration through writing tasks and targeted exercises from the reference book.
- Use of visual prompts (pictures, posters, ads) to trigger writing.
- Peer correction and collaborative writing projects.
- Scaffolded tasks: brainstorming, drafting, revising, and editing.

4. Continuous Evaluation Criteria

Component

Class Participation and Draft Submissions

Written Descriptive Tasks

Creative Story/Narrative Writing

Mid-Term Writing Test

Details:

- Descriptive writing based on prompts or visuals.
- Structured narrative writing exercises.
- Feedback and improvement based on correction sheets.
- Final story/report submission showcasing progress.

5. Assessment Tools

- Writing rubrics focusing on coherence, vocabulary, grammar, and creativity.
- Teacher feedback with emphasis on corrections and redrafting.
- Peer reviews and self-assessment checklists.
- Portfolios to track student writing development.

M4 – French through Oral Expressions – II (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, ROYER Corinne, LIONS-OLIVIERI Marie-Laure. Version Originale 2, Éditions Maison des Langues.

Chapters to be Studied:

- Unit 1: J'adore le français
- Unit 2: Faites comme chez vous
- Unit 3: Bien dans sa peau
- Unit 4: En ce temps-là

1. Course Objectives

- To strengthen learners' oral proficiency at an A2/B1 level.
- To develop the ability to discuss familiar topics with clarity and spontaneity.
- To improve pronunciation, fluency, and interactive strategies in oral communication.
- To enable students to participate in everyday conversations and express opinions.

- To integrate listening and speaking through contextualized oral tasks.

2. Intended Learning Outcomes (ILO)

- Express personal preferences and emotions in oral form.
- Engage in conversations about home, health, memories, and habits.
- Narrate past events and describe experiences using appropriate tenses.
- Demonstrate better fluency, pronunciation, and comprehension.
- Use conversational structures to ask, answer, explain, and interact spontaneously.
- Understand spoken French in familiar and semi-formal contexts.

3. Pedagogical Approach

- Interactive and communication-based learning using textbook dialogues and activities.
- Use of audio and video clips to reinforce listening and speaking skills.
- Role-plays, interviews, and group presentations to simulate real-life oral exchanges.
- Phonetic drills and corrective feedback for pronunciation enhancement.
- Integration of personal storytelling and thematic discussions.

4. Continuous Evaluation Criteria

Component

Class Participation and Fluency Practice

Role-Plays and Oral Tasks

Listening Comprehension Activities

Mid-Term Oral Interaction Test

Final Group Presentation / Monologue

Details:

- • Weekly oral tasks based on units studied.
- • Emphasis on spontaneity and pronunciation correction.
- • Listening logs and comprehension summaries.
- • Final presentation based on unit themes.

5. Assessment Tools

- Fluency and interaction rubrics including pronunciation, grammar, vocabulary, and clarity.
- Peer feedback and group evaluations.
- Recorded oral tasks for self-assessment and review.
- Teacher-led assessments based on real-life conversation models.

SEC2 – Life in France and Francophone Countries – I

Prescribed Textbook:

Whittaker, Andrew. *Speak the Culture: France*. Thorogood Publications, UK.

1. Course Objectives

- To introduce students to the cultural, historical, and societal aspects of France and Francophone countries.
 - To develop an understanding of French identity through literature, art, cuisine, fashion, and lifestyle.
 - To explore how culture shapes communication, behavior, and perspectives in French-speaking societies.
 - To raise awareness of Francophone diversity beyond France (Africa, Canada, the Caribbean, etc.).
 - To foster intercultural sensitivity and analytical skills through comparative cultural studies.
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2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify key historical and cultural milestones in France and selected Francophone countries.
 - Discuss elements of daily life such as cuisine, fashion, education, and media in French society.
 - Recognize and describe differences and similarities between French and other cultures.
 - Explain how French culture influences politics, economy, and the arts.
 - Develop intercultural competence through research and presentations.
 - Express personal reflections and critical analysis about cultural topics in writing or orally.
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3. Pedagogical Approach

- **Content-based instruction** using cultural texts, visuals, and videos.
 - **Student-centered learning** with discussions, group work, and peer collaboration.
 - **Comparative analysis of cultures** through case studies and themed projects.
 - Use of **authentic materials**: music, articles, documentaries, biographies, and art.
 - **Research-driven exploration** of Francophone regions using multimedia tools.
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4. Continuous Evaluation Criteria

Component

Class Participation and Discussions

Weekly Reading Responses or Reflections

Group Presentation on a Cultural Theme

Mid-Term Cultural Quiz / Assignment

Details:

- Thematic explorations of topics such as French cuisine, cinema, fashion, or art.
 - Oral presentations with visual aids (slides, posters, videos).
 - Comparative essays or reflection journals.
 - Final project (individual or group) focused on a Francophone region or theme.
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5. Assessment Tools

- Rubrics for presentations, written assignments, and group projects.
- Peer feedback and self-assessment tools.
- Instructor evaluations focusing on content understanding and cultural insight.
- Use of visual portfolios, infographics, or creative outputs for final assessment.

Semester III

Course Summary

M5 – French through Written Expressions – III

M6 – French through Oral Expressions – III (Oral)

SEC3: Life in France and Francophone Countries – II

Course Details

M5 – French through Written Expressions – III

Prescribed Textbook:

POISSON-QUINTON Sylvie, *Expression Écrite – II*, CLE International, 2004.

Chapters to be Studied:

Unit 1

- Lesson 1: Un nouveau travail
- Lesson 2: Vide-grenier à Coulommiers
- Lesson 3: Vive les vacances !

Unit 2

- Lesson 4: Les Bobos, les Branchés
- Lesson 5: Hum ! Ça sent bon ! Un nouveau parfum
- Lesson 6: Enfants/Ados : La tyrannie des marques

Unit 3

- Lesson 7: Des goûts et des couleurs
- Lesson 8: Dis-moi ce que tu manges
- Lesson 9: De quoi avez-vous peur ?

1. Course Objectives

- To enhance learners' ability to write opinion-based and thematic texts in French.
- To develop the skills to organize and articulate arguments in writing.
- To expand vocabulary related to work, consumption, lifestyle, food, and emotions.
- To reinforce use of different tenses, connectives, and complex sentence structures.
- To cultivate stylistic awareness in informal and semi-formal writing contexts.

2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Describe personal experiences and narrate stories in writing.
 - Express opinions, preferences, and emotional responses through writing.
 - Discuss and write about topics such as work, fashion, food, and daily life.
 - Use a variety of tenses and connectors to structure coherent paragraphs.
 - Demonstrate improved grammatical and lexical accuracy.
 - Write with greater fluency and creativity, appropriate to the theme and context.
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3. Pedagogical Approach

- **Thematic writing approach** using real-life contexts such as jobs, trends, food, and emotions.
 - **Writing process pedagogy**: brainstorming, planning, drafting, peer reviewing, and revising.
 - **Use of visual prompts**, news headlines, ads, and literary excerpts for inspiration.
 - **Grammar integrated with writing** using targeted activities from the textbook and reference materials.
 - **Collaborative writing and peer feedback** to encourage critical thinking and correction.
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4. Continuous Evaluation Criteria

Component

Class Participation and Brainstorming

Thematic Writing Tasks

Mid-Term Written Assignment

Grammar Integration Exercises

Details:

- Tasks include writing opinion pieces, short essays, and creative texts.
 - Grammar quizzes based on frequent written errors.
 - Peer review and rewriting cycles.
 - Final project focused on a cultural or societal theme chosen by the student.
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5. Assessment Tools

- Rubrics assessing idea clarity, structure, vocabulary range, grammar, and creativity.
- Checklists for peer and self-assessment.
- Teacher-led correction with individual feedback.
- Portfolio of drafts and final versions to show progress.

M6 – French through Oral Expressions – III (Oral)

Prescribed Textbook:

DENYER Monique, GARMENDIA Agustín, ROYER Corinne, LIONS-OLIVIERI Marie-Laure.

Version Originale 2, Éditions Maison des Langues.

Chapters to be Studied:

- **Unit 5:** L’histoire, les histoires
 - **Unit 6:** Qui vivra verra...
 - **Unit 7:** Je vous en prie...
 - **Unit 8:** Apprendre en jouant
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1. Course Objectives

- To improve oral fluency and accuracy in semi-formal to informal contexts.
 - To strengthen narrative and descriptive abilities in speech.
 - To develop strategies for interaction, politeness, and expressing uncertainty.
 - To engage learners in meaningful communication through storytelling and role play.
 - To enhance listening comprehension of longer and more nuanced spoken inputs.
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2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Narrate real or imaginary events with clarity and expressiveness.
 - React politely in formal/informal social situations (inviting, excusing, thanking, etc.).
 - Use proverbs, expressions, and simple idioms in conversation.
 - Respond appropriately to spoken texts and extract key information.
 - Interact fluently using speech acts like advising, requesting, and persuading.
 - Demonstrate confidence and spontaneity in oral communication activities.
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3. Pedagogical Approach

- **Task-based learning:** emphasis on storytelling, debates, dialogues, and improvisation.
- **Phonetic correction and intonation practice** integrated into oral tasks.
- **Use of authentic videos, interviews, and radio segments** for listening and discussion.

- **Simulation of real-life situations** (customer service, conflict resolution, etc.).
- **Game-based learning and cooperative speaking activities** (e.g., role cards, memory games).

4. Continuous Evaluation Criteria

Component

Participation and Pronunciation Drills

Oral Tasks and Role-plays

Listening Comprehension Exercises

Mid-Term Interactive Oral Assessment

Details:

- Regular practice with vocabulary and expressions in context.
- Listening logs and oral reaction tasks.
- Peer interaction and group feedback sessions.
- Final task: storytelling, game-led interaction, or simulated conversation.

5. Assessment Tools

- Oral rubrics assessing pronunciation, fluency, vocabulary, grammar, and interaction.
- Self-assessment and peer-assessment forms.
- Audio/video recordings for performance reflection.
- Teacher feedback with specific oral improvement goals.

SEC3 – Life in France and Francophone Countries – II

Prescribed Material:

Notes to be prepared by the course in charge on the culture and civilization of various Francophone countries.

(As there is no single book dealing with all the Francophone regions and countries.)

Reference Book:

- BALTHAZAR Louis, Victor Howard & Joseph T. Jockel. *French-Canadian Civilisation*. Michigan State University Press, 1996.

1. Course Objectives

- To explore the cultural richness and diversity of selected Francophone countries and regions.
- To provide socio-historical context to contemporary Francophone societies.
- To highlight linguistic, religious, and cultural identities across the Francophone world.
- To understand the influence of colonial history on present-day Francophone nations.
- To foster intercultural understanding and respect for pluralism in Francophone societies.

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Identify and describe the cultural and social features of various Francophone regions (e.g., Québec, West Africa, Maghreb, Caribbean, etc.).
- Compare the historical trajectories and cultural practices of different Francophone communities.
- Understand the post-colonial and multilingual realities of Francophone societies.
- Express personal views and critical reflections on Francophone civilization topics.
- Prepare informative and analytical presentations or written reports on cultural themes.
- Demonstrate basic knowledge of Francophone contributions to art, music, cinema, and literature.

3. Pedagogical Approach

- **Theme-based instruction** organized around geography, identity, language, and cultural traditions.
- **Comparative analysis** of different Francophone regions through case studies.
- **Use of multimedia resources** (videos, songs, documentaries, web content) for rich exposure.
- **Student-led research and presentations** on chosen Francophone countries.
- **Interactive discussions** to encourage reflection on intercultural themes.

4. Continuous Evaluation Criteria

Component

Class Participation and Cultural Discussions

Component

Weekly Thematic Reports or Response Papers

Research Presentation on a Francophone Country

Mid-Term Quiz or Comparative Essay

Details:

- Thematic modules: e.g., Identity and Language in Québec, French in Senegal, Creole culture in the Caribbean, etc.
 - Presentations and posters on Francophone history, traditions, or personalities.
 - Weekly response tasks to videos or readings.
 - Final project: documentary analysis, blog, or digital presentation on a cultural issue.
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5. Assessment Tools

- Presentation rubrics focusing on content, analysis, clarity, and creativity.
- Peer feedback sheets and group evaluation.
- Teacher evaluations for written and oral components.
- Final portfolio compilation of learning artifacts (notes, visuals, reflections).

Semester IV

Course Summary

M7 – French through communicative approaches (Oral)

M8 – Techniques of Written Expression - I

M9 - French through Indian texts translated in French

M10 – Major Literary movements in France - I

Course Details

M7 – French through Communicative Approaches (Oral)

Prescribed Material:

Les fiches pédagogiques choisies par l'instructeur de ce cours sur des sujets divers.
(*Instructor-selected pedagogical sheets covering various practical and thematic topics.*)

1. Course Objectives

- To develop spontaneous and functional oral communication in real-life situations.
 - To practice speaking through authentic, task-based activities in diverse everyday contexts.
 - To reinforce interactive skills such as asking for information, expressing opinions, and negotiating.
 - To increase fluency, accuracy, and sociolinguistic appropriateness in oral exchanges.
 - To encourage learner autonomy through practical usage of the language outside the textbook framework.
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2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Communicate confidently and fluently in a wide range of daily life scenarios.
 - Handle real-world tasks (e.g., making reservations, giving advice, expressing agreement/disagreement).
 - Adapt their speech based on the context, audience, and level of formality.
 - Understand and use common idiomatic expressions and functional phrases.
 - Work collaboratively in simulations, role-plays, and interactive speaking tasks.
 - Demonstrate increased listening comprehension and oral responsiveness.
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3. Pedagogical Approach

- **Communicative language teaching (CLT)** with a focus on speaking over memorization.
 - Use of **authentic scenarios**, role plays, games, and problem-solving tasks.
 - **Spoken interaction in pairs or groups** to foster negotiation of meaning and correction in context.
 - **Audio-visual supports**: videos, podcasts, ads, dialogues, and short clips.
 - Emphasis on **fluency first**, then correction for accuracy through feedback.
 - **Student-generated content** and learner-led activities encouraged.
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4. Continuous Evaluation Criteria

Component

Class Participation and Interaction

Speaking Tasks and Role-plays

Listening-based Oral Response

Component

Mid-Term Oral Interview or Task

Details:

- Weekly practice using thematic fiches (e.g., shopping, health, travel, opinions, storytelling).
 - Peer interaction tasks with rotating partners.
 - Mid-term includes an interview or real-life simulation.
 - Final performance can be an interactive group project or recorded role-play.
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5. Assessment Tools

- Oral expression rubrics (fluency, accuracy, interaction, pronunciation).
- Peer/self-assessment checklists after speaking tasks.
- Feedback grids provided after each major oral performance.
- Continuous progress tracked through audio recordings or journals.

M8 – Techniques of Written Expression – I

Prescribed Material:

JEOFFROY Pierrette et Louis-Robert PLAZOLLES. *Techniques de l'expression et de la communication*, NATHAN.

Units to be Covered:

Unit 1: Recherche des informations

- Lesson 1 : Appréhensions
- Lesson 2 : Exploration

Unit 2: Traitement des informations dans les messages de structure simple

- Lesson 1 : Réduction et rédaction informative
 - Lesson 2 : Réduction et rédaction appréciative
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1. Course Objectives

- To introduce learners to techniques of written expression used in academic and professional communication.
 - To develop skills for gathering, analyzing, and organizing information from various sources.
 - To practice reducing complex content into clear, concise summaries and informative messages.
 - To enhance the ability to express evaluation and appreciation of texts or situations in writing.
 - To build awareness of written discourse structure and communication strategies.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Identify and extract relevant information from written and oral sources.
 - Summarize and restructure content while maintaining essential meaning.
 - Write informative texts using clear, objective language.
 - Write appreciative or evaluative texts expressing personal judgment appropriately.
 - Organize content logically, using connectors and discourse markers effectively.
 - Demonstrate improved stylistic control and grammatical precision in writing.
-

3. Pedagogical Approach

- **Functional approach to writing:** teaching writing as a tool for communication with a purpose.
 - **Analysis of models** followed by guided and independent practice.
 - Use of **reading and listening inputs** to extract and reduce information.
 - **Comparative activities** (before/after reduction) to develop editing skills.
 - **Writing workshops** for drafting, peer-review, and revision.
 - Integration of **grammar and vocabulary** relevant to informative and evaluative writing.
-

4. Continuous Evaluation Criteria

Component

Class Engagement and Information Analysis Tasks

Summarization and Note-Taking Exercises

Informative Writing Assignments

Component

Appreciative/Evaluative Texts

Details:

- Regular exercises in reducing and rephrasing texts.
 - Informative and appreciative writing assignments linked to real-world topics.
 - Mid-term written test with analysis + synthesis components.
 - Final dossier including 2–3 polished pieces of informative/appreciative writing.
-

5. Assessment Tools

- Rubrics focused on clarity, coherence, appropriateness, reduction, and evaluation.
- Teacher and peer feedback forms.
- Tracking of draft-to-final version progression for reflective learning.
- Self-assessment checklist to monitor skill development over time.

M9 – French through Indian Texts Translated in French (IKS Module)

Prescribed Material:

Literary texts to be chosen by the course instructor as per availability and expertise.

Suggested Materials:

1. *Ragmala : les littératures en langues indiennes traduites en français: anthologie.* L'Asiathèque, Paris, 2005.
 2. Kamala, N. et Claire Bathez. *Shakti – Quand les femmes indiennes ont leur mot à écrire en français.* Goyal Publishers, Delhi, 2013.
-

1. Course Objectives

- To introduce learners to Indian literature translated into French to build literary and cultural awareness.
 - To deepen linguistic knowledge through the analysis of translated texts.
 - To explore the themes, imagery, and narrative techniques of Indian authors in the Francophone literary space.
 - To develop reading, interpretation, and critical thinking skills in French.
 - To reflect on the process of translation as a bridge between cultures.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, learners will be able to:

- Read and interpret translated Indian literary texts in French.
 - Identify key themes such as identity, gender, tradition, modernity, and social change.
 - Analyze characters, style, tone, and cultural references within the texts.
 - Compare the cultural context of original Indian works and their French translations.
 - Express literary analysis and personal reflections in both written and oral form.
 - Understand translation choices and their implications on meaning and style.
-

3. Pedagogical Approach

- **Text-centered approach** focusing on close reading and discussion of selected works.
 - **Thematic modules** such as women's voices, mythology, resistance, and migration.
 - Use of **parallel texts** where possible for translation comparison.
 - **Classroom debates, creative writing**, and role-plays to engage with the texts.
 - **Lectures on translation theory basics** and the Francophone reception of Indian literature.
 - Encouraging **interdisciplinary perspectives** (sociology, gender, post-colonial studies).
-

4. Continuous Evaluation Criteria

Component

Reading Comprehension and Textual Discussions

Short Analytical Writing Tasks

Oral Presentation on a Theme or Author

Mid-Term Reflection Essay

Details:

- Weekly reading assignments with guided questions.
 - Oral and written commentary on selected passages.
 - Mid-term essay on translation and cultural representation.
 - Final project: personal response paper, comparative study, or mini-research dossier.
-

5. Assessment Tools

- Rubrics for literary analysis, clarity of expression, originality, and interpretation.
- Teacher feedback on both form and content.
- Self-reflection journals after key readings.
- Evaluation of both analytical and creative responses to texts.

M10 – Major Literary Movements in France – I

Prescribed Textbooks:

1. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: Moyen Âge*. Hachette, 1966
 2. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: XVIe siècle*. Hachette, 1966
 3. CASTEX P.-G., P. SURER, G. BECKER. *Manuel des études littéraires françaises: XVIIe siècle*. Hachette, 1966
-

1. Course Objectives

- To provide an overview of the major literary movements and trends from the Middle Ages to the 17th century in France.
 - To familiarize students with key literary genres, authors, and works of each historical period.
 - To explore the socio-political, cultural, and philosophical contexts influencing literary production.
 - To develop critical reading and literary analysis skills using French texts.
 - To trace the evolution of forms, styles, and themes across centuries in French literature.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify the characteristics and key figures of major literary movements from the 11th to the 17th century (e.g., Chanson de geste, Humanism, Classicism).
- Analyze representative texts from each era with attention to language, structure, and thematic content.
- Contextualize literature within its historical and cultural background.
- Compare literary ideologies and aesthetic priorities across time periods.
- Construct informed arguments about the role of literature in shaping French intellectual and artistic traditions.

- Demonstrate improved written and oral skills in presenting literary analysis in French.
-

3. Pedagogical Approach

- **Chronological teaching** of movements with thematic focus (e.g., heroism, love, religion, reason).
 - **Close reading and textual analysis** of selected extracts in class.
 - Use of **visual timelines, author profiles, and historical documents** to reinforce context.
 - Integration of **lecture, discussion, and student presentations**.
 - Emphasis on **intertextual connections** and comparative reading strategies.
 - Encouragement of **personal interpretation** supported by textual evidence.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Text Discussions

Short Commentaries or Literary Analysis

Oral Presentation on a Movement/Author

Mid-Term Test (Essay or Short Answers)

Details:

- Regular practice in identifying rhetorical and thematic elements in texts.
 - Presentation on a chosen author or literary trend.
 - Mid-term test combining factual and analytical questions.
 - Final project involving literary commentary or thematic synthesis.
-

5. Assessment Tools

- Rubrics for written analysis focusing on clarity, structure, critical insight, and use of references.
- Evaluation grids for oral presentations (content, pronunciation, coherence, creativity).
- Instructor and peer feedback mechanisms.
- Comparative and thematic essay frameworks for deeper understanding.

Semester V

Course Summary

M11 – Techniques of Written Expressions - II

M12 – Major Literary Movements in France - II

M13 – Basic course in Translation: Theory and Practice

Course Details

M11 – Techniques of Written Expressions – II

Prescribed Material:

JEOFFROY Pierrette et Louis-Robert PLAZOLLES. *Techniques de l'expression et de la communication*. NATHAN.

Units to be Covered:

Unit 3: Traitement des informations dans les messages de structure complexe

- Lesson 1 : Développements de dimensions restreintes
- Lesson 2 : Développements en éventail

Unit 4: Échanges des informations

- Lesson 1 : Échanges au service d'une action immédiate
 - Lesson 2 : Échanges au service de l'information
-

1. Course Objectives

- To refine students' writing skills for complex written communication in French.
 - To teach strategies for organizing and developing content in various formats (e.g., emails, reports, notes).
 - To train learners to manage multi-layered information and structure extended texts effectively.
 - To improve written interaction skills such as requesting, informing, proposing, and responding.
 - To foster clarity, coherence, and purpose in professional and academic writing.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, learners will be able to:

- Develop well-structured, concise, and purposeful texts in various communication contexts.
 - Use writing to carry out actions (e.g., making a complaint, scheduling a meeting, giving instructions).
 - Construct complex written messages adapted to different levels of information density and function.
 - Demonstrate the ability to summarize, expand, and sequence ideas clearly.
 - Apply correct tone, register, and vocabulary based on communication intent and recipient.
 - Display control of grammar, syntax, and stylistic coherence in extended writing.
-

3. Pedagogical Approach

- **Model-based writing tasks:** presentation of samples followed by guided practice.
 - **Incremental development** of complexity in writing: from simple exchanges to detailed messages.
 - **Use of communicative writing scenarios:** professional emails, notes, memos, project updates.
 - **Individual and collaborative writing exercises**, followed by peer review.
 - **Emphasis on function-specific writing:** informing, instructing, persuading, requesting.
 - Integration of **vocabulary, grammar, and discourse strategies** relevant to each task.
-

4. Continuous Evaluation Criteria

Component

In-class Participation and Draft Submissions

Writing Tasks (Short and Extended Formats)

Peer Review and Editing Activities

Mid-Term Written Test (Complex Message Tasks)

Details:

- Written exercises progressively moving from paragraph writing to structured documents.
- Peer-reviewed drafts leading to revised final versions.
- Mid-term assessment focused on real-world scenarios.

- Final dossier of student-written pieces demonstrating various techniques.
-

5. Assessment Tools

- Writing rubrics covering coherence, register, grammar, and functional success.
- Self-assessment checklists at multiple stages of task completion.
- Teacher commentary focused on organization, clarity, and style.
- Final portfolio demonstrating growth in handling complex writing tasks.

M12 – Major Literary Movements in France – II

Prescribed Textbooks:

1. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XVIIIe siècle.* Hachette, 1966
 2. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XIXe siècle.* Hachette, 1966
 3. CASTEX P.-G., P. SURER. *Manuel des études littéraires françaises: XXe siècle.* Hachette, 1966
-

1. Course Objectives

- To study the major literary trends and intellectual movements from the 18th to the 20th century in France.
 - To explore Enlightenment philosophy, Romanticism, Realism, Symbolism, Surrealism, Existentialism, and other significant schools of thought.
 - To analyze the evolution of literary forms and themes in response to socio-political changes in France.
 - To enhance students' ability to critically engage with literary texts from different genres (novel, poetry, drama, essay).
 - To build a deeper appreciation for the interconnection between literature, philosophy, and cultural transformation.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify key characteristics of literary movements such as the Lumières, Romantisme, Réalisme, Naturalisme, Symbolisme, and Surréalisme.
- Analyze representative texts and authors within their historical and aesthetic contexts.

- Demonstrate familiarity with the evolution of literary thought from Voltaire to Sartre and beyond.
- Critically evaluate how French literature reflects and responds to the major events of the 18th–20th centuries.
- Express well-structured literary commentary both orally and in writing.
- Compare and contrast different movements and authors based on themes, styles, and ideologies.

3. Pedagogical Approach

- **Chronological and thematic progression**, starting with the Enlightenment and ending with Postmodernism.
- **Close reading and textual commentary** of excerpts from primary texts.
- **Lecture-discussion format** with historical and philosophical contextualization.
- Use of **timelines, author biographies, and multimedia resources** to deepen understanding.
- Encouraging **student presentations** on literary movements and their cultural implications.
- Integration of **secondary critical texts** for advanced students to explore literary theory.

4. Continuous Evaluation Criteria

Component

Participation in Literary Discussions

Short Critical Commentaries / Reflections

Oral Presentation on Movement / Author / Theme

Mid-Term Essay / Comparative Analysis

Details:

- Assignments include written commentaries on selected excerpts.
 - Student-led seminars or presentations on authors like Rousseau, Hugo, Zola, Baudelaire, Camus, etc.
 - Mid-term essay comparing two authors/movements.
 - Final project could include a literary dossier, podcast, visual timeline, or long-form essay.
-

5. Assessment Tools

- Rubrics for literary analysis, structure, originality, argumentation, and language use.
- Peer feedback for presentations.
- Continuous feedback on writing drafts.
- Use of oral questioning to assess comprehension and engagement with texts.

M13 – Basic Course in Translation: Theory and Practice

Prescribed Textbook:

HERVEY Sándor et Ian HIGGINS. *Thinking French Translation: A Coursebook in Translation Method – French to English*. Routledge, 1992.

Prescribed Practical Material:

Authentic documents selected by the course instructor, based on the chosen domain(s) of translation (e.g., media, tourism, business, literature, technical).

1. Course Objectives

- To introduce students to the theoretical foundations and methods of French-to-English translation.
 - To familiarize learners with linguistic, semantic, cultural, and functional issues in translation.
 - To provide hands-on experience in translating varied authentic texts.
 - To cultivate critical awareness of equivalence, fidelity, and adaptation in translation practice.
 - To equip students with analytical and problem-solving strategies for real-world translation challenges.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply key concepts in translation theory (e.g., transposition, modulation, equivalence, compensation).
- Translate short and medium-length texts from French into accurate, idiomatic English.
- Identify and resolve translation problems related to grammar, lexis, register, culture, and context.
- Evaluate different translation strategies and justify their choices.

- Reflect on the relationship between source and target texts in terms of meaning, form, and function.
- Demonstrate increased precision and sensitivity to language in both French and English.

3. Pedagogical Approach

- **Integration of theory and practice:** theoretical modules aligned with practical exercises.
- **Contrastive analysis** of French and English structures to anticipate common challenges.
- **Guided translation exercises** from progressively complex texts.
- **Genre-specific translation practice** (e.g., news article, brochure, editorial, business email).
- **Class discussion and collaborative review** of translation versions.
- **Introduction to translation tools** (terminology databases, bilingual dictionaries, basic CAT tools).

4. Continuous Evaluation Criteria

Component

Participation and In-class Exercises

Weekly Translation Assignments

Mid-Term Translation Test with Commentary

Analytical Reflections on Translation

Details:

- Weekly assignments based on selected authentic documents.
- Mid-term test includes translation + critical commentary on choices made.
- Analytical reflections on strategies, cultural adaptation, and equivalence.
- Final portfolio includes a set of revised translations from various genres with commentary.

5. Assessment Tools

- Translation rubrics based on accuracy, fluency, register, terminology, and coherence.
- Written feedback on each submission highlighting errors and strategic improvements.
- Peer review of drafts with guided criteria.

- Self-reflection logs accompanying each translation in the portfolio.

Semester VI

Course Summary

M14 – Introduction to Francophone Literature - I

M15 – Advanced course in Translation: Theory and practice

M16- Introduction to Western and India thought - I

Course Details

M14 – Introduction to Francophone Literature – I

Prescribed Textbook:

NDIAYE Christiane (éd.). *Introduction aux littératures francophones*. Presses de l'Université de Montréal, 2004.

Prescribed Material:

Selected texts from Francophone literatures chosen by the course instructor.

Lessons to Be Covered:

- **Lesson 1:** Panorama des littératures francophones
- **Lesson 2:** L'Afrique subsaharienne
- **Lesson 3:** La Caraïbe
- **Lesson 4:** Le Maghreb

1. Course Objectives

- To introduce students to the richness and diversity of Francophone literatures beyond mainland France.
- To explore key themes such as identity, language, resistance, colonization, and cultural hybridity.
- To develop awareness of the historical and political contexts of literary production in Francophone regions.
- To encourage comparative readings across African, Caribbean, and Maghrebi Francophone traditions.
- To build reading comprehension and analytical writing skills in French.

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Define Francophone literature and explain its geopolitical and cultural contexts.
 - Identify major themes and stylistic features of texts from Sub-Saharan Africa, the Caribbean, and the Maghreb.
 - Analyze literary texts using appropriate critical vocabulary and cultural frameworks.
 - Appreciate the diversity of voices and experiences represented in Francophone literature.
 - Compare the postcolonial literary experiences across different Francophone regions.
 - Express personal and critical responses to texts both orally and in writing.
-

3. Pedagogical Approach

- **Thematic and regional modules** to ensure coherent progression across different Francophone areas.
 - **Close reading and literary analysis** of selected prose, poetry, and short texts.
 - **Classroom discussions** on historical background, authorship, and reception.
 - Use of **multimedia resources** (video clips, interviews, cultural documentaries).
 - Integration of **short lectures, group work, and student presentations**.
 - Emphasis on **comparative and cross-cultural reading practices**.
-

4. Continuous Evaluation Criteria

Component

Participation in Text Discussions

Reading Journals or Weekly Reflections

Oral Presentation on a Text/Region

Mid-Term Essay or Commentary

Details:

- Weekly reading and reflection assignments based on selected Francophone authors.
- Presentations on literary themes, regional contexts, or specific writers.
- Mid-term analysis of a single text.
- Final project may include a comparative essay or a creative response (e.g., literary blog, adaptation, visual presentation).

5. Assessment Tools

- Rubrics for literary analysis, originality, clarity, and depth of interpretation.
- Feedback on oral and written performance.
- Peer evaluation for group discussions and presentations.
- Portfolio assessment to reflect growth in reading and cultural understanding.

M15 – Advanced Course in Translation: Theory and Practice

Prescribed Textbook:

DELISLE Jean. *La traduction raisonnée: Manuel d'initiation à la traduction professionnelle de l'anglais vers le français*. Les Presses de l'Université d'Ottawa, 2013.

1. Course Objectives

- To develop advanced competencies in translation from English to French, with a focus on professional-level accuracy and appropriateness.
 - To apply translation methods and reasoning principles in handling complex, domain-specific texts.
 - To foster critical awareness of translation problems and develop strategies for solving them using a reasoned, methodological approach.
 - To explore linguistic, semantic, stylistic, and pragmatic aspects of translation in professional contexts.
 - To prepare students for real-world translation challenges in fields such as journalism, administration, literature, and technical writing.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Translate complex texts from English to French using professional techniques.
 - Identify and analyze linguistic and cultural challenges in translation.
 - Justify translation choices using appropriate terminology and theoretical reasoning.
 - Employ advanced strategies such as modulation, transposition, adaptation, and explicitation.
 - Produce target texts that meet professional standards in terms of clarity, fluency, and function.
 - Reflect critically on their own translation process and decisions.
-

3. Pedagogical Approach

- **Process-oriented approach** emphasizing translation as a decision-making and problem-solving activity.
 - In-depth study of **Delisle's translation typologies, procedures, and principles of equivalence**.
 - Regular practice through **authentic professional-level texts** (legal, journalistic, literary, administrative, etc.).
 - **Guided translation workshops**, peer review, and revision exercises.
 - **Use of translation commentary** (explication raisonnée) to accompany each major assignment.
 - **Comparative analysis** of published translations and alternative versions.
-

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Class Discussions

Annotated Translation Exercises (with commentary)

Mid-Term Translation Test + Justification

Analytical Presentation on a Translation Problem

Details:

- Weekly translations of increasing difficulty, with commentary (analyse raisonnée).
 - Mid-term exam: unseen text for translation and accompanying rationale.
 - Oral presentations: problem-solving sessions focused on real translation dilemmas.
 - Final project: a dossier including a 2–3 page professional translation with critical analysis.
-

5. Assessment Tools

- Rubrics assessing accuracy, fidelity, idiomaticity, appropriateness, and justification of translation choices.
- Evaluation of both product (translation) and process (commentary).
- Peer feedback and collaborative reviews in class.
- Focus on growth through self-assessment and comparison with professional standards.

M16 – Introduction to Western and Indian Thought – I (IKS Module)

Prescribed Textbooks:

1. Pierre JACERME, *Introduction à la philosophie occidentale*, Éditions Pocket, 2008
2. Marc BALLANFAT, *Introduction aux philosophies de l'Inde*, Éditions Ellipses, 2017

Reference Book:

John SHAND, *Philosophy and Philosophers: An Introduction to Western Philosophy*, UCL Press, 1993

1. Course Objectives

- To introduce students to the foundational ideas, schools, and thinkers in both Western and Indian philosophical traditions.
 - To foster cross-cultural philosophical thinking through comparative study.
 - To provide historical and thematic overviews of key philosophical developments in India and the West.
 - To encourage reflection on human existence, ethics, knowledge, and metaphysics from multiple perspectives.
 - To equip students with tools for basic philosophical inquiry, argumentation, and analysis in French.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify and explain the central doctrines and historical significance of major Western and Indian philosophers.
 - Understand core philosophical themes such as the self, knowledge, reality, and morality across traditions.
 - Compare and contrast Indian and Western approaches to philosophical inquiry.
 - Express key philosophical ideas and debates clearly in French, both orally and in writing.
 - Analyze short philosophical texts and formulate personal interpretations or critiques.
 - Develop critical thinking skills relevant to ethical, epistemological, and metaphysical questions.
-

3. Pedagogical Approach

- **Comparative and thematic structure:** each theme explored from both Western and Indian perspectives.

- **Lectures supported by textual analysis**, video resources, and classroom debate.
- **Socratic questioning** to stimulate student participation and critical dialogue.
- **Short readings and reflective essays** to reinforce comprehension.
- **Visual timelines and conceptual maps** to track the development of key philosophical ideas.
- Encouragement of **interdisciplinary insights** (history, religion, literature, politics).

4. Continuous Evaluation Criteria

Component

Class Participation and Thematic Discussions

Reading Reflections or Short Reaction Papers

Group Presentation on a Philosophical Theme

Mid-Term Written Test (Short Essay + MCQs)

Details:

- Short weekly readings from the prescribed textbooks followed by guided reflection.
- Student presentations on themes like "la connaissance", "le moi", "la vérité", "la liberté".
- Mid-term test assessing comprehension and capacity for short-form analysis.
- Final paper comparing a Western and an Indian approach to a chosen topic (e.g., ethics, soul, suffering).

5. Assessment Tools

- Analytical rubrics assessing clarity, argumentation, use of references, and depth of comparison.
- Peer and teacher feedback for group presentations.
- Self-reflection forms to track learning progression.
- Oral questioning in class to assess grasp of philosophical vocabulary and ideas.

Semester VII

Course Summary

M17 – Introduction to Linguistics

M18 – Introduction to Francophone Literature – II

M19 – Introduction to Western and Indian Thought – II

R1- Research Methodology - I

M22 –Tagore in French Translation

Course Details

M17 – Introduction to Linguistics

Prescribed Textbook:

- Jacques MOESCHLER et Antoine AUCHLIN, *Introduction à la linguistique contemporaine*, Armand Colin, 2009.

Reference Book:

- Ferdinand de SAUSSURE, *Cours de linguistique générale*, Éditions Payot, 1995.
-

1. Course Objectives

- To introduce students to the fundamental concepts, theories, and methods of contemporary linguistics.
 - To develop an understanding of linguistic structures and the functioning of language systems.
 - To explore different levels of linguistic analysis: phonetics, phonology, morphology, syntax, semantics, and pragmatics.
 - To introduce the historical evolution of linguistic thought, including foundational contributions by Saussure.
 - To equip students with analytical tools for the observation and description of language data.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Define and explain key concepts in contemporary linguistics and structuralist theory.
- Identify and describe various levels of linguistic analysis.
- Analyze language structures (sounds, words, sentences, meanings) in a systematic way.
- Explain the historical evolution of linguistics, especially Saussure's role in the development of structuralism.
- Use basic linguistic terminology in French to discuss linguistic phenomena.
- Demonstrate the ability to observe, categorize, and analyze linguistic data critically.

3. Pedagogical Approach

- **Lectures supported by visual aids**, diagrams, and real-world language data.
- **Step-by-step approach**, starting from sound systems and moving to more abstract levels like meaning and discourse.
- **Use of examples from French and other languages** to illustrate universal and language-specific phenomena.
- **Interactive exercises and problem-solving tasks** based on phonetic transcription, word formation, sentence parsing, etc.
- **Discussion of classic readings** from Saussure and modern linguistic theory.
- Encouragement of **comparative analysis** and observation of students' native and target languages.

4. Continuous Evaluation Criteria

Component

Class Participation and Concept Check Quizzes

Weekly Exercises and Problem Sets

Mid-Term Test (MCQs + Short Analysis)

Group Project or Linguistic Case Study

Details:

- Exercises on phonetic transcription, morphological segmentation, syntactic tree structures.
- Group work on analyzing a linguistic phenomenon (e.g., language change, dialect variation, code-switching).
- Mid-term test on definitions, distinctions, and applied problems.
- Final exam includes theoretical questions and application of concepts to real data.

5. Assessment Tools

- Rubrics for exercises assessing accuracy, methodology, and clarity of analysis.
- Feedback sheets for group presentations or case studies.
- Periodic self-assessment and review quizzes.
- Oral questioning to reinforce core terminology and distinctions.

M18 – Introduction to Francophone Literature – II

Prescribed Textbooks:

1. HAMBLET Edwin, *La littérature canadienne francophone*, Livres Numériques Divers, 2019
2. PARFAIT Cynthia V., *Panorama des littératures francophones des îles de l'océan indien*, Nathan, 1993

Prescribed Material:

Selected texts from Francophone literatures chosen by the course instructor.

1. Course Objectives

- To expand students' knowledge of Francophone literary production beyond continental France, with a focus on Canada and the Indian Ocean islands.
 - To explore themes of identity, memory, resistance, diaspora, and postcoloniality in Francophone literature.
 - To introduce major authors, literary genres, and sociocultural issues from Canadian and island Francophone contexts.
 - To develop students' reading comprehension, literary analysis, and written/oral expression in French.
 - To encourage critical engagement with regional histories, languages, and cultural hybridity expressed in literature.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify the main features and historical development of Francophone literatures from Canada and the Indian Ocean region.
 - Analyze selected literary texts in terms of form, theme, context, and literary devices.
 - Explain the socio-cultural and political contexts that shape the production of literature in these regions.
 - Demonstrate the ability to compare Francophone literatures across continents and histories.
 - Present critical and personal responses to literary works, both orally and in writing.
 - Reflect on the diversity and richness of Francophone voices and the literary canon.
-

3. Pedagogical Approach

- **Regional thematic focus:** literature from Canada (Québec, Acadia) and Indian Ocean islands (Réunion, Madagascar, Mauritius, Comoros).
 - **Close reading of selected prose, poetry, and drama**, with attention to language and imagery.
 - **Historical and cultural contextualization** of each text and author.
 - **Interactive classroom discussions** supported by guiding questions and key vocabulary.
 - **Student-led presentations and comparative activities** between texts/regions.
 - Use of **multimedia resources**, including author interviews, documentaries, and short films to support contextual understanding.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Literary Discussions

Weekly Reading Reflections or Journals

Group Presentation on a Region/Theme

Mid-Term Literary Commentary or Thematic Essay

Details:

- Weekly guided reading responses on themes like exile, identity, language, and memory.
 - Presentations on cultural and literary trends in Canadian Francophone or island literatures.
 - Mid-term commentary on a selected passage or work.
 - Final project could include an essay, creative response, annotated portfolio, or literary map.
-

5. Assessment Tools

- Rubrics for written and oral assignments focusing on comprehension, analysis, and originality.
- Formative feedback during class discussions and after assignments.
- Peer review activities for group work and presentations.
- Summative evaluation based on analytical depth and ability to contextualize texts.

M19 – Introduction to Western and Indian Thought – II (IKS Module)

Prescribed Materials:

1. OLIVIER, Dekens. *La philosophie française contemporaine*. Éditions Ellipses, 2020.
 2. JAYASREE, K. *Contemporary Indian Philosophy*. University of Calicut, 2011 (*to be translated into French for academic use*)
-

1. Course Objectives

- To introduce students to contemporary developments in French and Indian philosophical thought.
 - To explore key concepts, thinkers, and debates in post-war French philosophy and modern Indian philosophy.
 - To encourage cross-cultural understanding through comparative study of Indian and Western traditions.
 - To develop philosophical literacy and critical thinking skills in French.
 - To train students in the reading and interpretation of contemporary philosophical texts in translation.
-

2. Intended Learning Outcomes (ILO)

By the end of this course, students will be able to:

- Identify major themes and schools in contemporary French philosophy (e.g., existentialism, post-structuralism, phenomenology).
 - Understand core ideas from contemporary Indian philosophical schools and figures (e.g., Sri Aurobindo, Gandhi, Vivekananda, Radhakrishnan).
 - Compare Western and Indian responses to modern questions of ethics, identity, freedom, and consciousness.
 - Analyze and explain complex philosophical arguments in French.
 - Demonstrate the ability to discuss philosophical ideas orally and in writing using appropriate terminology.
 - Reflect critically on philosophical issues from a global and intercultural perspective.
-

3. Pedagogical Approach

- **Comparative and thematic structure:** pairing thinkers or movements from each tradition around shared questions (e.g., freedom, morality, the self, society).
- **Lectures and guided text readings,** supplemented with multimedia (interviews, documentaries, visual timelines).
- **Translation-based engagement:** use of bilingual material where needed to support understanding.

- **Interactive discussions**, with emphasis on student questioning, reflection, and response.
 - **Written reflections and group presentations** to reinforce concepts and develop expressive capacity.
-

4. Continuous Evaluation Criteria

Component

Participation and Philosophical Discussions

Weekly Reflection Notes or Journals

Oral Presentation on a Philosopher or Theme

Mid-Term Essay / Textual Commentary

Details:

- Weekly reflection notes on philosophical readings and lectures.
 - Student-led presentations on philosophers such as Sartre, Merleau-Ponty, Derrida, Gandhi, Aurobindo, or Ambedkar.
 - Mid-term test: textual analysis or short essay comparing two schools or thinkers.
 - Final project may include a comparative essay or creative/philosophical dossier.
-

5. Assessment Tools

- Rubrics for oral and written expression assessing clarity, depth, coherence, and critical insight.
- Formative feedback on all assignments.
- Peer feedback for presentations and group activities.
- Optional self-evaluation forms to promote metacognitive learning.

R1 – Research Methodology – I

Prescribed Textbook:

GUIDÈRE Mathieu. *Méthodologie de la recherche: Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales*. Éditions Ellipses, 2004.

1. Course Objectives

- To familiarize students with the fundamental principles, steps, and tools of academic research in the humanities and social sciences.
 - To introduce key methodological concepts such as problem identification, hypothesis formulation, source evaluation, and data collection.
 - To train students in structuring research projects: planning, documentation, writing, citation, and presentation.
 - To encourage ethical and critical practices in scholarly investigation.
 - To prepare students for future academic writing such as dissertations, papers, and reports.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply the essential stages of the research process in their academic domain.
 - Formulate clear research questions and hypotheses related to a given topic.
 - Identify, evaluate, and organize primary and secondary sources.
 - Construct a coherent research plan including a bibliography and a working outline.
 - Write and present a basic research proposal following academic conventions.
 - Demonstrate awareness of academic ethics and plagiarism prevention.
-

3. Pedagogical Approach

- **Lecture-based and workshop-oriented approach** blending theory and practice.
 - **Step-by-step learning:** each week focuses on a phase of research (e.g., choosing a topic, building a corpus, reviewing literature).
 - **Hands-on activities:** building a research bibliography, developing keywords, evaluating sources.
 - **Guided drafting sessions:** constructing outlines, abstracts, and annotated bibliographies.
 - **Case studies and examples** from the humanities (literature, linguistics, cultural studies, etc.) to illustrate methodology.
 - **Peer review and feedback** for collaborative learning and refinement.
-

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Discussions

Component

Research Logs or Process Notes

Mid-Term: Research Proposal Draft

Annotated Bibliography

Details:

- Research logs documenting progress, reflections, and challenges.
- Mid-term assignment includes a problem statement, objectives, and tentative structure.
- Annotated bibliography with at least 5–8 references.
- Final submission includes: title, introduction, problem, hypothesis, objectives, methodology, expected outcomes, and references.

5. Assessment Tools

- Rubrics for evaluating clarity, coherence, originality, structure, and research design.
- Feedback on proposal drafts and bibliographic quality.
- Peer and instructor review on presentation and writing style.
- Use of plagiarism detection tools for final proposals.

M22 – Tagore in French Translation (IKS Module)

(Course offered in lieu of dissertation)

Prescribed Materials:

1. **TAGORE, Rabindranath.** *Œuvres*. Trad. de l'anglais et du bengali par un collectif de traducteurs. Éd. Fabien Chartier. Gallimard, coll. « Quarto », p. 1632.
 2. **TAGORE, Rabindranath.** *Souvenirs d'enfance (Chelebela, 1940, Boyhood Days)*, NRF, 1964. Traduit du bengali par C. Bossenec et R. Datta.
 3. **TAGORE, Rabindranath.** *La demeure de la paix*, Stock, Philosophie, 1998. Traduit du bengali par Renée Souchon.
-

1. Course Objectives

- To explore the literary, philosophical, and autobiographical writings of Rabindranath Tagore through their French translations.
 - To analyze the translational strategies and challenges involved in rendering Tagore's multilingual and multicultural voice into French.
 - To develop awareness of intercultural dialogue and postcolonial dynamics in translation.
 - To foster critical reading and interpretative skills applied to translated literary texts.
 - To prepare students for independent research and reflective writing based on translated works.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Demonstrate an in-depth understanding of selected works by Tagore in French translation.
 - Analyze the literary, cultural, and philosophical themes in Tagore's work.
 - Identify and evaluate the translation choices made by different translators.
 - Reflect critically on the role of translation in cultural transfer and reception.
 - Produce analytical writing and oral presentations on translated literature.
 - Prepare an academic paper or portfolio demonstrating research, synthesis, and literary critique.
-

3. Pedagogical Approach

- **Textual reading and discussion:** Close reading of translated passages with comparison to original (where possible).
 - **Thematic modules:** Tagore and childhood, spirituality, nationalism, aesthetics, humanism.
 - **Comparative analysis** of different translations (English–French, Bengali–French).
 - **Student-led presentations** on key themes, translators, and critical reception.
 - Integration of **historical and cultural context** of Tagore's life and influence in Europe.
 - **Supervised research component** to replace a traditional dissertation.
-

4. Continuous Evaluation Criteria

Component

Participation and Literary Discussions

Component

Analytical Notes on Translations

Oral Presentation on a Work/Theme

Mid-Term Critical Commentary (Text-based)

Details:

- Weekly reflective notes or commentaries on the translated text.
 - In-class presentations on specific translators, prefaces, or Tagore's reception in France.
 - Mid-term commentary on a selected passage (translation strategy, style, fidelity).
 - Final submission: a research paper or annotated portfolio (15–20 pages) with bibliography and analysis of selected works/themes.
-

5. Assessment Tools

- Rubrics for evaluating written work (structure, argumentation, translation analysis, originality).
- Instructor feedback on drafts and oral performance.
- Emphasis on **independent research**, citation practices, and synthesis of primary and secondary sources.
- Optional peer feedback on presentations or drafts.

Semester VIII

Course Summary

M20 – Methodology of Teaching Foreign Language with Special Reference to French

M21 – Western and Indian Literary Theories

R2 – Research Methodology - II

R3 – Dissertation

M23 – Literary Translation [Course offered in lieu of dissertation]

M24 – Scientific and Technical Translation [Course offered in lieu of dissertation]

Course Details

M20 – Methodology of Teaching Foreign Language with Special Reference to French

Prescribed Textbook:

Jean-Pierre Cuq et Isabelle Gruca, *Cours de didactique du français langue étrangère et seconde*, Éditions PUG.

1. Course Objectives

- To introduce key concepts, methods, and tools in the didactics of foreign languages, with a focus on French as a foreign and second language (FLE/FLS).
 - To explore the historical evolution of language teaching approaches (traditional, audio-lingual, communicative, action-oriented).
 - To analyze and evaluate teaching materials and classroom practices in the context of FLE.
 - To familiarize students with CEFR levels, skills integration, task-based learning, and intercultural competence.
 - To prepare students for designing, delivering, and evaluating FLE learning sequences.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Explain the principles and objectives of modern foreign language teaching, particularly for French.
 - Distinguish among various language teaching methods and their pedagogical underpinnings.
 - Apply didactic principles to the planning and execution of language lessons.
 - Create learning objectives, teaching materials, and evaluation tools aligned with the CEFR.
 - Reflect critically on language teaching practices and learner needs in diverse contexts.
 - Demonstrate familiarity with learner-centered and communicative approaches.
-

3. Pedagogical Approach

- **Theoretical lectures** supported by classroom examples, observation notes, and real-life case studies.
- **Comparative analysis** of traditional and modern methods (grammar–translation, direct, audio-visual, communicative, task-based, etc.).
- **Hands-on microteaching**: students design and present sample lessons.
- **Workshops** on CEFR descriptors, syllabus design, task creation, and error correction strategies.

- **Use of authentic teaching documents:** textbooks, videos, online resources, learner portfolios.
 - **Collaborative learning** through peer feedback and role-playing activities.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Pedagogical Discussions

Analysis of a Teaching Method or Lesson Plan

Mid-Term Assignment: Teaching Dossier

Microteaching (Lesson Plan + Delivery)

Details:

- Students analyze published FLE lesson plans or textbooks.
 - Mid-term dossier includes teaching goals, methods, learner profile, and evaluation ideas.
 - Microteaching: 10–15 min teaching session + self-reflection.
 - Final project: a full didactic sequence (1–3 lessons) with objectives, materials, and assessment tools.
-

5. Assessment Tools

- Rubrics evaluating clarity, coherence, relevance, adaptability, and CEFR alignment.
- Peer and instructor feedback on microteaching.
- Written reflections on teaching practices and learner-centered strategies.
- Observation and discussion of real or recorded language classes.

M21 – Western and Indian Literary Theories (IKS Module)

Prescribed Materials:

1. **BARSKY, Robert F.** *Introduction à la Théorie Littéraire*. Presses de l'Université du Québec, 1997.
2. **KAPOOR, Kapil.** *Literary Theory: Indian Conceptual Framework*. Affiliated East-West Press Pvt. Ltd., 2012.

Reference Materials:

1. **KAPOOR, Kapil.** *Comparative Literary Theory*. D.K. Printworld Pvt. Ltd., New Delhi, 2020.
 2. _____. *Text and Interpretation: The Indian Tradition*. D.K. Printworld Pvt. Ltd., New Delhi, 2005.
-

1. Course Objectives

- To introduce foundational concepts and frameworks of literary theory from both Western and Indian traditions.
 - To compare the historical evolution of literary criticism in Europe and India.
 - To explore the philosophical underpinnings, key texts, and critical vocabularies of each tradition.
 - To equip students with tools for textual analysis through multiple theoretical lenses.
 - To promote intercultural dialogue and comparative understanding of aesthetic and interpretative principles.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify major theoretical movements in the West (e.g., structuralism, post-structuralism, psychoanalysis, feminism) and Indian poetics (e.g., **Rasa, Dhvani, Alankara, Vakrokti**).
 - Articulate the philosophical and cultural premises of Indian and Western literary criticism.
 - Apply selected theoretical frameworks to the reading and interpretation of literary texts.
 - Reflect critically on the relevance and limitations of both traditions in contemporary literary studies.
 - Write analytical essays integrating theoretical perspectives from both traditions.
 - Demonstrate familiarity with key thinkers such as Aristotle, Derrida, Barthes, Anandavardhana, Bharata, and Abhinavagupta.
-

3. Pedagogical Approach

- **Chronological and comparative structure:** each unit introduces a pair of theories or theorists from East and West.
- **Lectures, textual analysis, and seminars** supported by translated excerpts and concept glossaries.
- **Concept-mapping exercises** to link terms like *Rasa* to Western equivalents (e.g., catharsis, affect).
- **Discussion-based learning**, encouraging student-led reflection and critique.

- **Application-oriented tasks:** students interpret a literary passage through multiple theoretical lenses.
 - Integration of **multimedia content:** video lectures, dramatized excerpts from *Natyashastra*, interviews with theorists.
-

4. Continuous Evaluation Criteria

Component

Class Participation and Comparative Discussions

Weekly Concept Logs or Response Papers

Mid-Term Analytical Essay (Theory Application)

Group Presentation on a Theoretical School/Concept

Details:

- Concept logs or journals reflecting weekly understanding of terms and theorists.
 - Mid-term essay: application of one Indian and one Western theory to a text (poem, story, or excerpt).
 - Group presentations: focus on a major theory or thinker (e.g., Derrida vs. Bhartrihari).
 - Final project: 10–15 page comparative paper on themes such as "Text and Meaning", "Author and Reader", or "Emotion and Aesthetics".
-

5. Assessment Tools

- Analytical rubrics assessing depth of understanding, clarity, and originality.
- Peer feedback and collaborative evaluation for presentations.
- Instructor comments on each written submission for developmental learning.
- Oral Q&A and debates to gauge engagement and comprehension.

R2 – Academic Writing

Prescribed Textbooks:

1. **Garnier, Sylvie, & Savage, Alain D.** *Rédiger un texte académique en français*. Éditions Ophrys, 2018.
2. **Cislaru, Georgeta, Claudel, Chantal, & Vlad, Monica.** *L'écrit universitaire en pratique*. De Boeck Supérieur, 2020.

Reference Book:

- **Eco, Umberto.** *Comment écrire sa thèse*. Flammarion, 2018.
-

1. Course Objectives

- To train students in the principles and techniques of writing academic texts in French.
 - To develop students' competence in planning, organizing, and revising academic essays, reports, and theses.
 - To improve clarity, coherence, and critical thinking in scholarly expression.
 - To familiarize students with academic conventions (structure, citation, style) and genre-specific expectations.
 - To enhance autonomy and confidence in producing written academic work suitable for higher education and research.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify and understand the structure and linguistic features of various academic genres (e.g., dissertation, compte rendu, synthèse, mémoire).
 - Plan and produce coherent academic texts with well-structured arguments.
 - Employ appropriate rhetorical and grammatical tools for precision, objectivity, and cohesion in French.
 - Integrate citations and bibliographic references correctly using academic standards.
 - Edit and revise written work for clarity, consistency, and accuracy.
 - Demonstrate familiarity with academic discourse practices and ethical writing.
-

3. Pedagogical Approach

- **Workshop-based methodology:** students write in class and revise collaboratively.
 - **Genre-specific writing exercises:** summaries, argumentative texts, problem statements, thesis introductions.
 - **Progressive development:** from sentence structure to full-length essays.
 - **Peer review sessions** to improve editing and constructive criticism skills.
 - **Use of models and annotated examples** from textbooks and academic journals.
 - **Focus on functional grammar and discourse markers** relevant to academic writing.
 - **Digital tools** introduced for reference management (Zotero, Mendeley) and text revision (Antidote, Grammarly).
-

4. Continuous Evaluation Criteria

Component

Class Participation and Draft Submissions

Weekly Writing Tasks (Summaries, Arguments)

Mid-Term Assignment (Short Essay or Review)

Peer Feedback Reports

Details:

- Weekly tasks may include résumé de texte, note de synthèse, commentaire, or introduction de mémoire.
 - Mid-term assignment: short academic essay (~700 words) with clear thesis and structure.
 - Final portfolio: includes original drafts + revised versions + a reflection note on the writing process.
-

5. Assessment Tools

- Rubrics assessing clarity, structure, argumentation, coherence, and language accuracy.
- Instructor and peer feedback with written comments and suggestions.
- In-class diagnostics to identify common writing issues (e.g., transitions, verb tense, passive voice).
- Self-assessment sheets for students to reflect on progress and identify goals.

R3 – Dissertation

Supervised Individual Research Project

1. Course Description

This course is designed as an independent research component under the guidance of an assigned faculty supervisor. It allows the student to pursue a sustained inquiry into a topic of their choice related to French Studies, Linguistics, Literature, Translation, Francophone Culture, or another approved domain. The dissertation reflects the culmination of the research skills developed throughout the programme.

2. Course Objectives

- To enable students to conduct independent research using appropriate methodologies.
 - To develop academic writing, critical analysis, and argumentation skills.
 - To promote in-depth exploration of a focused research topic in French studies.
 - To encourage intellectual curiosity, scholarly rigor, and original thought.
 - To prepare students for academic or professional pathways that involve research, writing, and critical inquiry.
-

3. Intended Learning Outcomes (ILO)

By the end of the course, the student will be able to:

- Formulate a clear and researchable question or hypothesis in a chosen field of French or Francophone studies.
 - Demonstrate familiarity with relevant primary and secondary sources.
 - Design and apply an appropriate research methodology.
 - Present a well-structured, coherent, and critically informed argument.
 - Employ academic conventions such as referencing, bibliographies, and citation systems (MLA, APA, Chicago, etc.).
 - Produce a dissertation of 8,000–12,000 words (or as per institutional guidelines) meeting the standards of academic rigor.
-

4. Pedagogical Approach

- **Individual supervision:** Each student is assigned a faculty mentor to guide topic selection, methodology, structure, and writing.
 - **Regular meetings** to review progress, provide feedback, and set interim goals.
 - **Student-driven research** with supervisor support rather than directive teaching.
 - **Use of research tools:** databases, citation managers, style manuals, online archives.
 - **Model reading:** discussion of exemplary dissertations or scholarly articles in the field.
 - Emphasis on **drafting and redrafting**, reflection, and academic integrity.
-

5. Continuous Evaluation Criteria

Component

Research Proposal and Initial Bibliography

Progress Reports and Chapter Drafts

Supervisor Feedback and Consultations

Component

Oral Defense / Viva Voce

Final Dissertation Submission

Details:

- **Proposal** includes title, research question, objectives, literature review, and methodology.
 - **Progress reports:** submitted at intervals with chapter drafts and reflective commentary.
 - **Viva voce** or oral defense before a panel (where applicable).
 - Final evaluation includes **content, originality, structure, language quality**, and **adherence to academic conventions**.
-

6. Assessment Tools

- Evaluation rubric including:
 - Relevance and originality of topic
 - Clarity of research question and objectives
 - Depth of analysis and engagement with sources
 - Organization and structure of argument
 - Language, referencing, and formatting accuracy
- Written feedback from supervisor and/or evaluation panel.
- Anti-plagiarism checks and guidance on ethical research practices.

M23 – Literary Translation

(Course offered in lieu of dissertation)

Prescribed Textbook:

François Gallix & Michael Walsh. *La traduction littéraire : Textes anglais et français – XXe siècle*. Hachette, 1997.

1. Course Objectives

- To explore the theoretical, aesthetic, and practical aspects of literary translation from English into French and vice versa.

- To expose students to major literary forms (prose, poetry, drama) and their challenges in translation.
 - To enhance students' capacity to recognize and preserve literary style, voice, rhythm, and nuance.
 - To train students in critical reflection on their translational choices and strategies.
 - To encourage students to develop a personal approach to literary translation grounded in both theory and practice.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Identify key literary translation challenges such as metaphor, tone, wordplay, cultural references, and rhythm.
 - Apply appropriate translation strategies depending on genre and stylistic constraints.
 - Translate literary excerpts with fidelity to both content and aesthetic qualities.
 - Reflect critically on their own translations and compare multiple versions of the same source text.
 - Analyze literary texts in two languages from a translational and comparative perspective.
 - Present a personal translation project accompanied by a critical introduction and commentary.
-

3. Pedagogical Approach

- **Workshop format:** weekly sessions focused on translating selected texts from the prescribed volume and beyond.
 - **Comparative translation analysis:** comparing student versions with published ones, with discussion on differences.
 - **Genre-based practice:** prose, poetry, and short theatrical extracts.
 - **Reflexive commentary writing:** students explain their translation choices, dilemmas, and solutions.
 - **Integration of translation theory:** brief theoretical readings to accompany practical tasks.
 - **Peer feedback sessions** to refine translation and encourage collaborative critique.
 - Emphasis on **stylistic precision, lexical creativity, and literary sensibility.**
-

4. Continuous Evaluation Criteria

Component

Participation in Workshops and Discussions

Component

Weekly Translation Assignments

Mid-Term Translation + Commentary (prose/poetry)

Oral Presentation of a Translation Extract

Details:

- Weekly assignments involve translating literary excerpts from English ↔ French.
 - Mid-term: one complete short text (or 2–3 pages) with a 1000-word commentary on translation process.
 - Oral presentation includes reading a translated passage and explaining translation choices.
 - Final project: a longer literary translation (6–10 pages) accompanied by a translator's preface and analytical commentary (1500–2000 words).
-

5. Assessment Tools

- Rubrics assessing:
 - **Accuracy and fidelity**
 - **Creativity and stylistic sensitivity**
 - **Consistency of register and tone**
 - **Critical reflection** in commentary and translator's note
- Feedback from instructor and peers.
- Evaluation of both product (translated text) and process (explanation of strategies).

M24 – Scientific and Technical Translation

(Course offered in lieu of dissertation)

Prescribed Textbooks:

1. **Claude Bédard.** *La traduction technique : principes et pratique.* Linguattech éditeur Inc., 1986.
2. **Claude Bédard.** *Guide d'enseignement de la traduction technique + solution des exercices.* Linguattech éditeur Inc., 1987.

Reference Book:

- **Christine Durieux.** *Fondement didactique de la traduction technique*. La Maison du dictionnaire, 2010.
-

1. Course Objectives

- To introduce students to the principles, challenges, and methodologies of scientific and technical translation.
 - To develop the linguistic, terminological, and stylistic skills required to translate texts in fields such as engineering, medicine, IT, and the sciences.
 - To raise awareness of the importance of precision, clarity, and standardization in specialized translation.
 - To train students in the use of documentation and technical resources, including databases, glossaries, and CAT tools.
 - To prepare students for real-world translation tasks in technical and professional environments.
-

2. Intended Learning Outcomes (ILO)

By the end of the course, students will be able to:

- Understand and apply the principles specific to technical and scientific translation.
 - Translate specialized documents accurately between French and English, maintaining terminological and stylistic consistency.
 - Use research tools effectively to identify reliable terminology and references.
 - Evaluate and revise translations for linguistic quality, precision, and adequacy of meaning.
 - Recognize the ethical and legal aspects related to confidentiality and accuracy in professional translation.
 - Present a professional-level translation project with appropriate documentation and commentary.
-

3. Pedagogical Approach

- **Task-based and project-oriented learning** centered on authentic or semi-authentic technical texts.
- **Translation workshops:** step-by-step translation of texts from various technical fields (manuals, scientific reports, patents, instructions).
- **Lexical and stylistic analysis** of specialized texts to identify domain-specific features.
- **Use of glossaries, terminology databases (e.g., IATE, Termium)** and CAT tools (where applicable).

- **Theoretical grounding** using Bédard’s translation principles and Durieux’s pedagogical models.
 - **Collaborative translation** and peer revision to simulate professional workflows.
-

4. Continuous Evaluation Criteria

Component

Participation and Weekly Practice Assignments

Mid-Term Test (Translation of a Technical Passage)

Terminology File and Translation Commentary

Oral Presentation of a Technical Document/Field

Details:

- **Weekly assignments** include translation of short technical texts with self-assessment.
 - **Mid-term test:** unseen technical text with limited dictionary use.
 - **Terminology file:** glossary of 30–50 key terms compiled from a selected field.
 - **Final project:** translation of a technical/scientific text (approx. 1000–1500 words) plus a commentary discussing translation strategies, terminology choices, and challenges.
-

5. Assessment Tools

- Rubrics assessing:
 - Accuracy and clarity of translation
 - Terminological consistency
 - Appropriateness of tone and format
 - Research and documentation quality
 - Quality of reflective analysis in the commentary
- Instructor feedback on draft submissions
- Peer review of selected assignments