

**World Literature and the French-Speaking World**

Code: 43816  
ECTS Credits: 6

Degree	Type	Year	Semester
4316204 French as a Foreign Language and Linguistic Diversity	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### Contact

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### Use of Languages

Principal working language: (fre)

### Prerequisites

Good knowledge of French language (written and spoken).

### Objectives and Contextualisation

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

- identify the main components of the francophone literary space and appreciate its diversity
- analyze a literary text
- compare and contrast literary works
- design a sequence of teaching, learning and assessment activities
- apply critical thinking skills
- maintain an ethical commitment

### Competences

- Analyze critically a specific scientific issue based on historical and cultural sources.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Design a programme and include teaching sequences or units.
- Design and carry out research into a problem linked to teaching French as a foreign language and linguistic diversity.
- Examine cultural and literary production in the French language.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

### Learning Outcomes

1. Analyze critically a specific scientific issue based on historical and cultural sources.
2. Apply techniques and methods of literary analysis.

3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Compare different literatures from different linguistic fields.
5. Continue the learning process, to a large extent autonomously.
6. Distinguish between institutional practices and marginal practices in the francophone literary field.
7. Explain the concept of world-literature applied to the field of French-speaking literature
8. Explore different types of programming and proposal of didactic units.
9. Relate literature in the French language to other creative and analytical resources.
10. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
11. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
12. Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.
13. Write an essay or a commentary in French on topics related to Francophone literature and culture.

## **Content**

### **I. THE FLE TEACHER AND LITERATURE**

1. Literature and reading
2. Literature, language and culture
3. Literature and memory
4. Literature and critical thinking
5. Literature and ethical commitment

### **II. LITERATURE AND FLE**

6. Literature and voice
7. Literature and personal writing
8. Literature and creative writing
9. Literature and intermediality (I)
10. Literature and intermediality (II)

## **Methodology**

- All activities have a deadline that must be met, according to the proposed schedule.
- Work by students mainly consists in participation, research and analysis of information and assignments.
- The different exercises will be returned with comments and guidelines for further improvement.
- The main tools used will be: course materials, complementary readings material, and course schedule.

## **Activities**



Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures, problems discussion	40	1.6	1, 4, 6, 7, 8, 9, 11
Type: Supervised			
Oral and written exercises	60	2.4	1, 2, 4, 8, 10, 3, 13, 12
Type: Autonomous			
Personal study	50	2	10, 5, 13, 9, 11, 12

## Assessment

The following information concerning student evaluation is only a general orientation. The lecturer will provide a detailed description at the beginning of the semester.

### Revision

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark.

### Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work, and who have an average of 3.5 or more.

The lecturer will inform students of the procedure for resitting or making up evaluated work. The lecturer may require an individual assignment / test to make up for each failed evaluated task, or task not performed, or choose to combine failed assessed tasks for the same purpose.

### "No-evaluable" mark

A mark of (N/A Not Assessable) will be awarded if a student fails to hand in less than 30% of the assessed work.

### Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student will be given a final mark of "0" for the course.

A student does not have the right to resitting or making up work in cases of plagiarism, copying or identity theft.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

### Special cases

Students whose mother tongue is French will have to achieve the same assessment conditions than the rest of students.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active student participation	10%	0	0	2, 4, 6, 7, 8, 3, 9
Oral exercises	40%	0	0	1, 2, 10, 3, 5, 13, 11, 12
Written exercises	50%	0	0	1, 2, 8, 3

## Bibliography

Obligatory readings will be announced at the beginning of the course. Complementary bibliography will be provided online.

BERTHELOT, Reine (2011). *Littératures francophones en classe de FLE. Pourquoi et comment les enseigner?* Paris: L'Harmattan.

COLLÈS, Luc *et al.* (2008). *Enseigner et apprendre la littérature en français langue étrangère ou seconde, pour quoi faire? Le Langage et l'Homme*, volume 43-1.

DEFAYS, Jean-Marc (2014). *La littérature en FLE: état des lieux et nouvelles perspectives*. Paris: Hachette.

DUFAYS, Jean-Louis; GEMENNE, Louis; LEDUR, Dominique (2015). *Pour une lecture littéraire. Histoire, théories, pistes pour la classe*. Louvain-la-Neuve: De Boeck. Troisième édition revue et actualisée.

DUMONTET, Danielle *et al.* (2015). *Les lieux d'oubli de la francophonie*. Hildesheim, Zurich, New York: Georg Olms Verlag.

FRAISSE, Luc ; MOURALIS, Bernard (2001). *Questions générales de littérature*. Seuil.

GEFEN, Alexandre (2017). *Réparer le monde*. José Corti.

GODARD, Anne (2015). *La littérature dans l'enseignement du FLE*. Didier.

HERSCHBERG-PIERROT, Anne (2003). *Stylistique de la prose*. Paris: Belin. Nouvelle édition revue, 2003.

MACÉ, Marielle (2011). *Façons de lire, manières d'être*. Paris: Gallimard.

PROVENZANO, François (2011). *Vies et morts de la francophonie. Une politique française de la langue et de la littérature*. Bruxelles: Les Impressions nouvelles.

RODIER, Christian (2011). *Écritures créatives*. PUG. Coll. Les outils malins du FLE.

SCHAEFFER, Jean-Marie(2011). *Petite écologie des études littéraires. Pourquoi et comment étudier la littérature?* Vincennes: Éditions Thierry Marchaisse.

STACHAK, Faly (2004). *Écrire. Un plaisir à la portée de tous. 350 techniques d'écriture créative*. Eyrolles.

