

**GOA UNIVERSITY**  
**Department of French and Francophone Studies**  
**Syllabus of B.A. French Honours Programme as per CBCS w.e.f. 2018-2019**

**FIRST YEAR**

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 1A	UFFC 101	French Phonetics and Oral expression 1	4
DSC 1B	UFFC 102	French Phonetics and Oral expression 2	4
GE 1	UFFG 101	Basic French Language 1	4
GE 2	UFFG 102	Basic French Language 2	4

**SECOND YEAR**

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 1C	UFFC 103	French through Creative Activities	4
DSC 1D	UFFC 104	French for Hotel and Tourism	4
GE 3	UFFG 103	Intermediate French Language 1	4
GE 4	UFFG 104	Intermediate French Language 2	4

**THIRD YEAR**

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 5	UFFC 105	Advanced French Grammar and Composition 1	4
DSC 6	UFFC 106	Stylistics and Rhetorics	4
DSC 7	UFFC 107	Readings in French Literature- 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	4
DSC 8	UFFC 108	Advanced French Grammar and Composition 2	4
DSC 9	UFFC 109	Introduction to Translation Studies	4
DSC 10	UFFC 110	Readings in French Literature- 19 <sup>th</sup> Century	4
DSE 1	UFFD 101	Study of Cultural Objects	4
DSE 2	UFFD 102	Business Communication in French	4
DSE 3	UFFD 103	Contemporary France- Issues and Debates	4
DSE 4	UFFD 104	French through Francophone texts	4
DSE 5	UFFD 105	Study of French Cinema	4
DSP	UFFP	Project	4

\*Courses taught at the university take a 'U' before the course code.

**Core Courses offered to BA French Students and taught jointly with the Department of Women's Studies and the Department of French and Francophone Studies**

COURSE CODE*	COURSE TITLE	CREDIT
UWOC 102	Gender and Popular Culture	4
UWOC 103	Women's Herstory: A study of women's history	4
UWOC 104	French Visual Culture through the gender perspective	4
UWOC 105	Women's Writings from India and the Francophone World	4

**Programme:** F.Y. B. A. (French)

**Course Code:** UFFC 101

**Title of the Course:** French Phonetics and Oral Expression 1

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing First year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>The main aim of this introductory course is to improve students' pronunciation of Standard French through systematic description and practice of the sound system. Students will learn the articulatory features of speech production and techniques for improving their own pronunciation. The course is designed for students who need to improve their pronunciation, auditory discrimination, oral expression and aural comprehension in order to continue developing their French skills.</p> <p>They will gradually be introduced to the basic linguistic terminology of articulatory phonetics and to the workings of the International Phonetic Alphabet.</p> <p>Theoretical material is reinforced through practical oral, listening, and written exercises.</p>	
<b><u>Content:</u></b>	<p>Basic linguistic material to be learned includes relevant symbols of the International Phonetic Alphabet, speech organs, place and manner of articulation, and syllabification. Treated elements of the French sound system include intonation, rhythmic patterns, stress, liaison, oral and nasal vowels, the e muet, semi-vowels, and consonants.</p> <p><b>Module 1-</b> Introduction- Phonetics and Phonology, phonetic alphabet, International Phonetic Alphabet (IPA) Articulation phonetics: the organs of speech and their functions</p> <p><b>Module 2-</b> Presentation of vowels, Basic rules of pronunciation, Articulating vowels</p> <ul style="list-style-type: none"> <li>▪ [ə/e/ɛ] &amp; [ɛ/a/ɑ]</li> <li>▪ [ø/œ] &amp; [o/ɔ]</li> <li>▪ [i/y/u] &amp; semi-vowels</li> <li>▪ nasal vowels</li> </ul> <p><b>Module 3</b> - Presentation of consonants, Basic rules of pronunciation, silent final consonants, liaisons &amp; syllabification, silent "e", Articulating consonants,</p> <ul style="list-style-type: none"> <li>▪ [ʁ/l]</li> <li>▪ other consonants</li> </ul> <p><b>Module 4</b> - Prosody: stress, vowels' duration, fluency, rhythm and intonation</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	The course will feature a strong audio media component. In addition to written work students will record pronunciation exercises and turn in the audio files they create as part of their homework credit. Class time will be spent reinforcing concepts introduced in readings and applying this knowledge through pronunciation exercises in collective and small group settings. Course taught in <b>French</b>	
<b><u>References/</u></b>	<b>BIBLIOGRAPHY</b>	

<p><b><u>Readings</u></b></p>	<ol style="list-style-type: none"> <li>1. ABRY D. CHALARON. M-L. (2010) Les 500 exercices de phonétique A1/A2, Hachette, Paris</li> <li>2. CARTON, F. (1974). Introduction à la phonétique du français, Paris, Bordas.</li> <li>3. CASSARD, D. (1993-1994). Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France.</li> <li>4. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. (1993). Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel.</li> <li>5. DELL, F (1970). Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit.</li> <li>6. FLAUX, N <i>La Grammaire</i>, coll. Que sais-je ?, P.U.F., Paris, 1993</li> <li>7. LEBEL, J. G. (1987). «Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique», <i>Revue de Phonétique Appliquée</i> 1987, pp. 183-189.</li> <li>8. MARCHAL, A. (1980). Les sons et la parole, Montréal, Guérin.</li> <li>9. MARTIN, P. (1985). «La description phonologique», <i>La linguistique</i>, Paris, pp. 159-175.</li> <li>10. WIOLAND F. (2005) La vie sociale des sons du Français. L'Harmattan.</li> </ol> <p><b>WEBSITES</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3">https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3</a></li> <li>2. <a href="http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html">http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html</a></li> <li>3. <a href="http://www.litteratureaudio.com">http://www.litteratureaudio.com</a></li> <li>4. <a href="http://post.queensu.ca/~lessardg/Cours/215/chap2.html">http://post.queensu.ca/~lessardg/Cours/215/chap2.html</a></li> <li>5. <a href="http://www.linguistes.com/phonetique/varexterne.html">http://www.linguistes.com/phonetique/varexterne.html</a></li> </ol>	
<p><b><u>Learning Outcomes</u></b></p>	<p>At the end of the course, students will be able</p> <ul style="list-style-type: none"> <li>● to comprehend the International Phonetic Alphabet (IPA) and correctly read a vocabulary transcription in the API</li> <li>● to know the difference between the phonetic system of English and that of French, and be able to use this knowledge to correct their pronunciation in the foreign language;</li> <li>● to know the key phonetic concepts (syllable, rhythmic group, accent, open/closed syllable, place of articulation, assimilation, inter-word connections, etc.), and uses them in the analysis of a given example with a view to determining transcription/ proper pronunciation of a word or entire text;</li> <li>● to develop strategies for aural comprehension.</li> </ul>	

**Programme:** F.Y. B. A. (French)

**Course Code:** UFFC 102

**Title of the Course:** French Phonetics  
and Oral Expression 2

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing First year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	The main aim of this course is to reinforce oral competences of the students. It is designed to elevate aural comprehension, to improve and perfect the student's pronunciation of Modern Standard French, Students will learn the articulatory features of speech production and ways in which to correct and enhance their oral production.	
<b><u>Content:</u></b>	<p>Phonological rules, dialectal variation and historical changes in the language, register effects and literary pronunciations, syllabic and metrical structure, liaison, intonation, and prosody, as well as the relationship between orthography and spoken language.</p> <p>Besides improving the pronunciation and intonation of the learner, the teacher will reinforce certain linguistic structures, themes and situations already seen in part 1 with the help of the following exercises.</p> <p><b>Module 1-</b> Specific Phenomena          -Positions of syllables          -Rapports consonnes/Voyelles          -(ə) instable          -The French 'h': pronounced / silent          -liaisons and enchaînements</p> <p><b>Module 2-</b> Exercises : structured exercises tailored to the student's level that focus on Repetition and drills, reinforcement phonics sounds, exercises on auditory discrimination, fill in the gaps.</p> <p><b>Module 3-</b> Phonological variations in French          The French spoken today in France: Different regional accents          Accents from other francophone countries.</p> <p><b>Module 4-</b> Phonics games, ryhmes and role plays</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	The course will feature a strong audio media component. In addition to written work students will record pronunciation exercises and turn in the audio files they create as part of their homework credit. Class time will be spent reinforcing concepts introduced in readings and applying this knowledge through pronunciation exercises in collective and small group settings. Course taught in <b>French</b>	
<b><u>References/Readings</u></b>	<p><b>BIBLIOGRAPHY</b></p> <p>1. ABRY D. CHALARON. M-L. (2010) Les 500 exercices de phonétique A1/A2, Hachette, Paris</p> <p>2. CARTON, F. (1974). Introduction à la phonétique du français,</p>	

	<p>Paris, Bordas.</p> <ol style="list-style-type: none"> <li>CASSARD, D. (1993-1994). Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France.</li> <li>CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. (1993). Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel.</li> <li>DELL, F (1970). Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit.</li> <li>FLAUX, N La Grammaire, coll. Que sais-je ?, P.U.F., Paris, 1993</li> <li>LEBEL, J. G. (1987). «Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique», Revue de Phonétique Appliquée 1987, pp. 183-189.</li> <li>MARCHAL, A. (1980). Les sons et la parole, Montréal, Guérin.</li> <li>MARTIN, P. (1985). «La description phonologique», La linguistique, Paris, pp. 159-175.</li> <li>WIOLAND F. (2005) La vie sociale des sons du Français. L'Harmattan.</li> </ol> <p><b>WEBSITES</b></p> <ol style="list-style-type: none"> <li><a href="https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3">https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3</a></li> <li><a href="http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html">http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html</a></li> <li><a href="http://www.litteratureaudio.com">http://www.litteratureaudio.com</a></li> <li><a href="http://post.queensu.ca/~lessardg/Cours/215/chap2.html">http://post.queensu.ca/~lessardg/Cours/215/chap2.html</a></li> <li><a href="http://www.linguistes.com/phonetique/varexterne.html">http://www.linguistes.com/phonetique/varexterne.html</a></li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be able to</p> <ul style="list-style-type: none"> <li>discern and produce typically French rhythmic patterns,</li> <li>improve accuracy with linking and liaisons,</li> <li>acquire a systematic understanding of the French vowel and consonant systems (i.e., students will be able accurately to describe and therefore reproduce the formation of each vowel and consonant sound), make distinctions based on register (formal/informal situations), and</li> <li>gain detailed knowledge of patterns of elision with the “unstable” e.</li> </ul>	

**Programme:** F.Y.B. A.

**Course Code:** UFFG 101

**Title of the Course:** Basic French  
Language 1

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing First year undergraduate programme in at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	<p>This course introduces students to General French. It aims, firstly, at developing</p> <ul style="list-style-type: none"> <li>• an ability to understand and communicate (read, write, speak and understand ) in elementary French in basic situations</li> </ul> <p>Secondly, it aims at laying the foundation and developing</p> <ul style="list-style-type: none"> <li>• personal learning skills and strategies in foreign language learning</li> <li>• use of different media for course related tasks (dictionaries, internet)</li> </ul>	
<b><u>Content:</u></b>	<p>Units 1,2,3 of Méthode de Français Panorama 1, will be the syllabus for Semester 1 Or Units 1,2,3,4 of Version Originale 1</p> <p><b>Module 1-Oral Skills- Listening and spoken interaction + production</b> Listening comprehension of based on the units Pronunciation , greetings, spelling in French, introducing yourself, stating nationality and profession, describing personality traits, asking yes/no questions, answering negatively, expressing ownership, talking about family, requesting, describing people and things, saying what you are going to do.</p> <p><b>Module 2- Reading Skills</b> Consulting a dictionary, Applying reading strategies, reading for understanding</p> <p><b>Module 3- Writing Skills</b> Short compositions on self and environment, Writing short messages, post cards</p> <p><b>Module 4- Grammar and vocabulary</b> Articles, genders, personal pronouns, être and avoir verbs, present tense, agreement of adjectives, question words, possessive adjectives, the imperative, place of adjectives, aller verb, prepositions of place, near future tense, numbers</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual)	

	Exercises in task setting and fulfilling.	
	Course taught in <b>French</b>	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK :</b> Panorama 1 / Version Originale 1</p> <p><b>BIBLIOGRAPHY</b></p> <p><b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Panorama 1, CLE by Jacky Girardet and Jean-Marie Cridlig</li> <li>2. VERSION ORIGINALE, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues.</li> <li>3. VERSION ORIGINALE, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.</li> <li>4. Echo A1. CLE Internationale</li> <li>5. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE.</li> <li>6. ROWLINSON et al., Oxford Paperback French Dictionary &amp; Grammar, OUP.</li> <li>7. A Propos A1, PUG</li> <li>8. Saisons1 Niveau A1, Didier</li> <li>9. Alter Ego 1, Hachette</li> <li>10. Connexions 1, Didier</li> <li>11. Compréhension écrite A1, CLE</li> <li>12. DELF A1 200 activités, CLE</li> <li>13. Grammaire progressive du français-Débutant, CLE</li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate their ability to use basic French structure and vocabulary, in particular</p> <ul style="list-style-type: none"> <li>• understand and produce simple texts in French (postcards, basic compositions on self and environment)</li> <li>• communicate in basic situations of communication</li> <li>• understand and answer simple questions</li> <li>• understand and respond to simple instructions</li> </ul>	

**Programme:** F.Y.B. A.

**Course Code:** UFFG 102

**Title of the Course:** Basic French  
Language 2

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing First year undergraduate programme at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	<p>This course introduces students to General French. It aims, firstly, at developing</p> <ul style="list-style-type: none"> <li>• an ability to understand and communicate (read, write, speak and understand ) in elementary French in basic situations</li> </ul> <p>Secondly, it aims at laying the foundation and developing</p> <ul style="list-style-type: none"> <li>• personal learning skills and strategies in foreign language learning</li> <li>• use of different media for course related tasks (dictionaries, internet)</li> </ul>	
<b><u>Content:</u></b>	<p>Units 4, 5, 6 of Méthode de Français Panorama 1, will be the syllabus for Semester 2 Or Units 5, 6, 7, 8 of Version Originale 1</p> <p><b>Module 1- Oral Skills- Listening and spoken interaction + production</b> Listening comprehension of based on the units Making contact, Greetings, Expressing likes and dislikes, Describing people, Talking about the family, Asking and giving personal information, Talking about leisure activities and jobs</p> <p><b>Module 2- Reading Skills</b> Consulting a dictionary, Applying reading strategies, reading for understanding</p> <p><b>Module 3- Writing Skills</b> Short compositions on self and environment, Writing short messages, post cards</p> <p><b>Module 4- Grammar and vocabulary</b> Articles, genders, personal pronouns, être and avoir verbs, present tense, agreement of adjectives, question words, possessive adjectives, the imperative, place of adjectives, aller verb, prepositions of place, near future tense, numbers</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling	
<b><u>References/Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK :</b> Panorama 1 / Version Originale 1</p> <p><b>BIBLIOGRAPHY</b></p>	



	<b>Textbooks</b> <ol style="list-style-type: none"> <li>1. Panorama 1, CLE by Jacky Girardet and Jean-Marie Cridlig</li> <li>2. VERSION ORIGINALE, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues.</li> <li>3. VERSION ORIGINALE, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.</li> <li>4. Echo A1. CLE Internationale</li> <li>5. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE.</li> <li>6. ROWLINSON et al., Oxford Paperback French Dictionary &amp; Grammar, OUP.</li> <li>7. A Propos A1, PUG</li> <li>8. Saisons I Niveau A1, Didier</li> <li>9. Alter Ego 1, Hachette</li> <li>10. Connexions 1, Didier</li> <li>11. Compréhension écrite A1, CLE</li> <li>12. DELF A1 200 activités, CLE</li> <li>13. Grammaire progressive du français-Débutant, CLE</li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate their ability to use basic French structure and vocabulary, in particular</p> <ul style="list-style-type: none"> <li>• understand and produce simple texts in French (postcards, basic compositions on self and environment)</li> <li>• communicate in basic situations of communication</li> <li>• understand and answer simple questions</li> <li>• understand and respond to simple instructions</li> </ul>	

**Programme:** S.Y. B. A. (French)

**Course Code:** UFFC 103

**Title of the Course:** French through creative activities

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Second year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>The course aims at improving the quality of comprehension and expression in the French language through activities inspired from a variety of texts- literary as well as non-literary. Student will be encouraged to manipulate and enrich vocabulary and they will be introduced to collaborative writing.</p> <p>This course introduces students to different modes of proposing and furthering a point of view or argument (whether in a critical essay, through dramatic metaphor, or in plays or short stories). Great attention</p>	

	is paid, through extensive written work, to questions of interpretation as well as to the logical and coherent development of reading and writing skills leading to correct and effective expression in French.	
<b><u>Content:</u></b>	<p><b>Module 1- Word play and Creativity.</b>  Jeux de mots, catégories et oppositions, familles de mots  Jeux surréalistes, associations libres, récits collectifs  Ecrire avec des contraintes littéraires.  Calligrammes et haikus</p> <p><b>Module 2-Art of Brevity</b>  Maxims, witticisms, aphorisms, proverbs, adages, idioms, idiomatic expressions, slogans, graffiti, telegrams, titles, captions, catch phrases etc.</p> <p><b>Module 3 - Literary twist- Readings from classic literary texts followed by creative rewritings of the text.</b>  Detournements littéraires  Ecrire à la manière de .....  Small theatre sketches and adaptations</p> <p><b>Module 4-Collaborative writing</b>  A creative group mini-project. Choice from...  A short-story  A play  A comic strip( BD)  A photo-roman</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual).Creative activities in and outside class-room. Exercises in task setting and fulfilling. Course taught in <b>French</b>	
<b><u>References/Readings</u></b>	<p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. Yaiche, Francis.(2002) Photos-Expresssions, Hachette livre</li> <li>2. Weiss Francois.(2002) Jouer, Communiquer, Apprendre, Hachette livre</li> <li>3. Cadet et al (1998) La communication par l'image, Nathan</li> </ol> <p><b>WEBSITES</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://eacwp.org/tu-veux-ecrire-a-documentary-on-creative-writing/">http://eacwp.org/tu-veux-ecrire-a-documentary-on-creative-writing/</a></li> <li>2. <a href="http://neuviemeart.citebd.org/spip.php?article523">http://neuviemeart.citebd.org/spip.php?article523</a></li> <li>3. <a href="http://www.aidenligne-francais-universite.auf.org/spip.php?rubrique105">http://www.aidenligne-francais-universite.auf.org/spip.php?rubrique105</a></li> <li>4. <a href="http://www.francparler-oif.org/la-bande-dessinee-en-classe-de-fle/">http://www.francparler-oif.org/la-bande-dessinee-en-classe-de-fle/</a></li> <li>5. <a href="http://theatreinstantpresent.org/theatre-social/formation-exercices-improvisation/#Imaginaire_verbal">http://theatreinstantpresent.org/theatre-social/formation-exercices-improvisation/#Imaginaire verbal</a></li> <li>6. <a href="http://upstagereview.org/ImprovArticles/starters.pdf">http://upstagereview.org/ImprovArticles/starters.pdf</a></li> </ol>	

	7. <a href="https://www.theatrefolk.com/spotlights/the-two-person-scene">https://www.theatrefolk.com/spotlights/the-two-person-scene</a> 8. <a href="http://mapage.noos.fr/r.ferreol/langage/archiduchesse.html">http://mapage.noos.fr/r.ferreol/langage/archiduchesse.html</a> 9. <a href="http://www.dramaction.qc.ca/fr/improvisation/themes-dimprovisation/j/">http://www.dramaction.qc.ca/fr/improvisation/themes-dimprovisation/j/</a>	
<b><u>Learning Outcomes</u></b>	By the end of the course students will be able to: <ul style="list-style-type: none"> <li>• Understand the Art of brevity and write concise, expressive, grammatical French.</li> <li>• Creatively express themselves through a wide range of literary and non-literary texts,</li> <li>• Adapt and rewrite classics to include a different ending or with a literary twist</li> <li>• Create an original work.</li> </ul>	

**Programme:** S.Y.B. A. (French)

**Course Code:** UFFC 104

**Title of the Course:** French for Hotel and Tourism

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Second year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>This course lays emphasis on oral and written communication specific to the tourism industry, as well as the “savoir-faire” in a customer service job: entertainment, catering and reception. It has been designed to ensure that theoretical knowledge goes hand in hand with a practical understanding of the major activities in the tourism industry.</p> <p>The main aim is to introduce students to</p> <ul style="list-style-type: none"> <li>• Hotel business: hotel reception, contacts in the tourist industry, different forms of mail from customers</li> <li>• The travel agency: the tourism officer and his place of work, ticket selling, packages, customer advice and follow-up</li> <li>• Tourism in France/Local tourism: working from a brochure, providing practical information: directions, prices, opening times, etc., explaining/describing the touring aspects of any Francophone country/India (monuments, sites, costumes, and gastronomy).</li> </ul> <p>And equip. them with</p> <ul style="list-style-type: none"> <li>• Reception techniques: welcoming and providing information for visitors, cultural differences, making and changing an</li> </ul>	

	<p>appointment</p> <ul style="list-style-type: none"> <li>• Tour guide techniques: work of the tour guide, creation of an itinerary and a town tour, map reading, organization of a trip, organization of a stay, creation of a circuit.</li> <li>• Telephone relations: introducing oneself, making a phone call or asking a caller to wait, taking a message, taking appointments and reservations, changing appointments and reservations.</li> </ul>	
<b><u>Content:</u></b>	<p><b>Module 1- Tourism Office- Informing and promoting the region.</b> The tourism sector in France, Professionals in the field of tourism, badges and visiting cards, questionnaires and forms, tourist spaces, tourist activities, Tourist documents. Welcoming tourists, Giving directions to tourists, narrating anecdotes and curious facts.</p> <p><b>Module 2-Travel agency- Transporting tourists</b> Types of Travel agencies and tours, tourist activities, Features of rental cars, Airport terminology and signage, announcements, pricing. Advising guests and selling trips and tours, Handling of cancellations, after-sales service, Managing guests, Giving instructions, explanations. Proposing solutions.</p> <p><b>Module 3- Hotels and cruises- Receiving guests</b> Types of accommodation, description of hotel features and services, iconography, Professionals in hotels, restaurants and cruise liners, Instructions to tourists, Receiving guests, presenting the hotel and upselling its image, dealing with dissatisfied guests.</p> <p><b>Module 4- Restaurants- Taking care of guests</b> Vocabulary related to the restaurant space, kitchen and F&amp;B professionals, food items, their preparation, cuisine and ingredients, table service, kitchen and dining area equipment. Advising guests and taking orders, describing dishes, handling payments.</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	<p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling. Course taught in <b>French</b></p>	
<b><u>References/Readings</u></b>	<p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. Juliette Marion &amp; Baptiste Chauveau, (2013) Carnet de voyage, Goyal publications, New Delhi</li> <li>2. Corbeau et al. (2013) Tourisme.com, 2ème édition Broché, Cle international</li> <li>3. Corbeau S et al., (2006) Hôtellerie-restauration.com : Méthode de</li> </ol>	

	<p>français professionnel de l'hôtellerie et de la restauration, CLE, Paris</p> <ol style="list-style-type: none"> <li>4. Descotes. Genon., Service Compris, Pratique du Français de l'Hôtellerie et, de la restauration et de la cuisine, PUG, Grenoble</li> <li>5. C. Peyroutet et al, (2013) Le tourisme en France, Nathan.</li> <li>6. Chandrasekar et al et al, (2011) A votre service, Méthode de français pour l'hôtellerie et le tourisme, Hachette, New Delhi</li> <li>7. Cholvy, En Cuisine : français professionnel A1/A2, CLE</li> <li>8. Calmy Anne Marie, (2004) Le Français du Tourisme, Hachette, Paris</li> <li>9. K. Madanagobalane, et al, (2011) L'hôtellerie et le tourisme, Samhitapublications, Chennai</li> <li>10. Coll, Laygues, Le français en context- Tourisme (A1+/A2+), Méthode de français - Maison des langues, Paris</li> <li>11. Gupta, Gupta et al, (2011) Bon voyage, Méthode de français de l'hôtellerie et du tourisme pour les débutants, Goyal publications, New Delhi.</li> </ol> <p><b>WEBSITES</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Fromages-de-France-_pageid80.html">http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Fromages-de-France-_pageid80.html</a></li> <li>2. <a href="http://www.ciel.fr/learn-french/business-french-exercises.htm">http://www.ciel.fr/learn-french/business-french-exercises.htm</a></li> <li>3. Le journal de l'éco-tourisme <a href="http://www.lejournaldelecotourisme.com/">http://www.lejournaldelecotourisme.com/</a></li> <li>4. Voyageons autrement : <a href="http://www.voyageons-autrement.com/index/tourisme-durable.html">http://www.voyageons-autrement.com/index/tourisme-durable.html</a></li> <li>5. Voyages pour la planète : <a href="http://www.voyagespourlaplanete.com">http://www.voyagespourlaplanete.com</a></li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>By the end of the course, students will be able to understand the French and francophone clients and will know:</p> <ul style="list-style-type: none"> <li>● to welcome clients at the airport, hotel, and restaurant;</li> <li>● to provide information on transportation and itinerary for a tour;</li> <li>● to create a brochure</li> <li>● to describe a hotel, city or monument;</li> <li>● to take a message on the phone;</li> <li>● to help a client to choose, organize, buy or reserve something;</li> <li>● to help the client to change, cancel a reservation or service.</li> </ul>	

**Programme:** S.Y. B. A.

**Course Code:** UFFG 103

**Title of the Course:** Intermediate

French Language 1

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Second year undergraduate programme at Goa University is eligible to take the course an elective paper.	
<b><u>Objective:</u></b>	<p>This module introduces students to and expands on French language communication and French language. It aims, firstly, at developing the following:</p> <ul style="list-style-type: none"> <li>● intermediate competency in understanding simple exchange of information on familiar topics , oral and in writing</li> <li>● intermediate competency in expressing effectively in routine tasks and social exchanges , orally and in writing</li> <li>● awareness of differences in cultural representations in source and target cultures.</li> </ul> <p>Secondly, it aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing:</p> <ul style="list-style-type: none"> <li>● strategies for successful collaborative learning;</li> <li>● skills for successful group work, initiative; elementary creativity.</li> </ul>	
<b><u>Content:</u></b>	<p>Units 1,2,3 of Méthode de Français Panorama 2, will be the syllabus for Semester 1 or Units 1, 2, 3, 4 of Version Originale 2</p> <p><b>Oral Skills- Listening and spoken interaction + production</b> - 15hours</p> <p>Listening comprehension of based on the units -Describing one' s childhood / youth, Use appropriate tense to situate events in the past (describing circumstances, people, places, habits, describing continuity) Interviewing someone about his/her childhood, Telling your life story -Describing a company -presenting opinions -complimenting someone</p> <p><b>Reading Skills</b> 15hours</p> <p>-Applying reading strategies -Reading for understanding -Consulting a dictionary</p> <p><b>Writing Skills</b> 15hours</p> <p>-Short essays on topics of personal interest -Writing post cards, letters</p> <p><b>Grammar and vocabulary</b></p> <p>-Perfect tense, Imperative, Past Tense, Imperfect Tense, future, Near Future, Present subjunctive -Time markers</p>	

	-Pronouns -Adjectives : personality / feelings, Comparison of adjectives, Possessive adjectives, Use of adjectives : agreement, location - Interrogative Affirmative/ Negative Passive voice Indirect speech - Vocabulary : politics, society , life style , Sport, leisure, holiday, cinema, natural disasters Environment, media	15hours
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling.	
<b><u>References/ Readings</u></b>	<b>PRESCRIBED TEXT BOOK :Panorama 2/ Version originale 2</b>  <b>BIBLIOGRAHY</b> <b>Textbooks</b> <ol style="list-style-type: none"> <li>1. Denyer, Garmendia, Lions Olivieri, Version originale 2 (2012), Méthode de français, Student's Book, , Paris, Éditions Maison des langues.</li> <li>2. Magne, olivieri, Version originale 2 (2012),, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.</li> <li>3. Echo A2. CLE Internationale</li> <li>4. Gregoire M, (2012) Grammaire progressive du français : niveau débutant, CLE International.</li> <li>5. Rowlinson et al., Oxford Paperback French Dictionary &amp; Grammar, OUP.</li> <li>6. De Christine Andant, Metton et al., (2009) A Propos A1, PUG,</li> <li>7. Heu et el, (2014) Saisons2 Niveau A2, Didier</li> <li>8. Brethet,(2006) Alter Ego 2, Hachette livre</li> <li>9. Cridlig et Girardet, (2004) Panorama 2, CLE International</li> <li>10. Mérieux et Loiseau 2004 Connexions 2, Didier</li> <li>11. Poisson-Quinton, Compréhension écrite A2, CLE International</li> <li>12. DELF A2 200 activités, CLE International</li> <li>13. Grammaire progressive du francais-Débutant/ Intermédiaire , CLE International</li> <li>14. Vocabulaire progressive du francais - Intermediaire CLE International</li> <li>15. Communication progressive du francais - Intermediaire CLE International</li> <li>16. Phonétique progressive du francais - Intermediaire Livre</li> </ol>	

	CLE International	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate a marked ability to communicate in the target language, in particular to</p> <ul style="list-style-type: none"> <li>● understand and produce texts related to personal interests and experiences ( announcements, advertisements etc)</li> <li>● understand and communicate opinions on everyday objects and situations</li> <li>● understand and respond to simple correspondence (letters, emails etc)</li> <li>● contribute effectively and constructively to group learning activities.</li> </ul> <p>Furthermore, students will be able to</p> <p>Use generic IT applications and tools for language learning (e.g. internet learning and interactive tools.).</p>	

**Programme:** S.Y. B. A.

**Course Code:** UFFG 104

**Title of the Course:** Intermediate  
French language 2

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Second year undergraduate programme at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	<p>This module introduces students to and expands on French language communication and French language. It aims, firstly, at developing the following:</p> <ul style="list-style-type: none"> <li>● intermediate competency in understanding simple exchange of information on familiar topics , oral and in writing</li> <li>● intermediate competency in expressing effectively in routine tasks and social exchanges , orally and in writing</li> <li>● awareness of differences in cultural representations in source and target cultures.</li> </ul> <p>Secondly, it aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing:</p> <ul style="list-style-type: none"> <li>● strategies for successful collaborative learning;</li> <li>● skills for successful group work, initiative;</li> <li>● elementary creativity.</li> </ul>	
<b><u>Content:</u></b>	<p>Units 4,5,6 of Méthode de Français Panorama 2, will be the syllabus for Semester 2 Or 5, 6, 7, 8 of Version Originale 2</p> <p><b>Oral Skills- Listening and spoken interaction + production</b> -Listening comprehension of based on the units - Describe a daily life, dream -Convince and reassure someone</p>	15hours



	<p>-Asking for a favour, a permission, expressing acceptance or refusal, justifying oneself using appropriate social niceties and polite expressions</p> <p>-Asking questions appropriate to the situation and the context</p> <p>-Expressing different levels of certainty</p> <p>-develop an argument</p> <p><b>Reading Skills</b></p> <p>-Applying reading strategies</p> <p>-Reading for understanding</p> <p>-Consulting a dictionary</p> <p><b>Writing Skills</b></p> <p>-Short essays on topics of personal interest</p> <p>-Writing post cards, letters poems</p> <p><b>Grammar and vocabulary</b></p> <p>-Tense: past conditional tense, Past perfect tense</p> <p>-Adverbs, Gerondif, adjectives, indefinite pronouns,</p> <p>-Expression to describe cause and consequence</p> <p>-Vocabulary : attitudes, emotions, objects used in daily life, law, agriculture, ecology, new technology, professions, health, medicine</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual) .Exercises in task setting and fulfilling .	
<b><u>References/Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK :</b> Panorama 2/ Version Originale 2</p> <p><b>BIBLIOGRAHY</b></p> <p><b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Denyer, Garmendia, Lions Olivieri, Version originale 2 (2012), Méthode de français, Student's Book, , Paris, Éditions Maison des langues.</li> <li>2. Magne, olivieri, Version originale 2 (2012),, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.</li> <li>3. Echo A2. CLE Internationale</li> <li>4. Gregoire M, (2012) Grammaire progressive du français : niveau débutant, CLE International.</li> <li>5. Rowlinson et al., Oxford Paperback French Dictionary &amp; Grammar, OUP.</li> <li>6. De Christine Andant, Metton et al., (2009) A Propos A1, PUG,</li> <li>7. Heu et el, (2014) Saisons2 Niveau A2, Didier</li> <li>8. Brethet,(2006) Alter Ego 2, Hachette livre</li> <li>9. Cridlig et Girardet, (2004) Panorama 2, CLE International</li> </ol>	

	10. Mérieux et Loiseau 2004 Connexions 2, Didier 11. Poisson-Quinton, Compréhension écrite A2, CLE International 12. DELF A2 200 activités, CLE International 13. Grammaire progressive du français-Debutant/ Intermediaire , CLE International 14. Vocabulaire progressive du français - Intermediaire CLE International 15. Communication progressive du français - Intermediaire CLE International 16. Phonétique progressive du français - Intermediaire Livre CLE International	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate a marked ability to communicate in the target language, in particular to</p> <ul style="list-style-type: none"> <li>● understand and produce texts related to personal interests and experiences (announcements, advertisements etc)</li> <li>● understand and communicate opinions on everyday objects and situations</li> <li>● understand and respond to simple correspondence (letters, emails etc)</li> <li>● contribute effectively and constructively to group learning activities.</li> </ul> <p>Furthermore, students will be able to</p> <p>Use generic IT applications and tools for language learning (e.g. internet learning and interactive tools.).</p>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 105

**Title of the Course:** Advanced French Grammar and Composition 1

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>This course aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing the ability to:</p> <ul style="list-style-type: none"> <li>● communicate orally and in writing in social and professional situations,</li> <li>● reflect on and talk about own experiences and cultural background;</li> </ul>	

	<ul style="list-style-type: none"> <li>• read and analyse documents in the target language ( press, short stories etc)</li> <li>• write compositions on subjects of personal interest</li> </ul> <p>Secondly, it introduces students to intercultural awareness and skills. It aims, firstly, at enabling them to rapidly integrate a multicultural social or academic environment in a French speaking country:</p> <ul style="list-style-type: none"> <li>• socially position themselves in relation to the French culture</li> <li>• use multimedia and internet tools for language learning, information retrieval and communication in French</li> </ul>	
<b><u>Content:</u></b>	<p><b>Module 1- Oral Skills- Listening and spoken interaction + production</b></p> <p>- Pronunciation, intonation , rythme-understand the different accents and registers in French</p> <p>-comment on a wide range of topics and participate in debates on Education, Vacations, Theatre in France, Politics</p> <p><b>Module 2- Reading Skills</b></p> <p>-Read text from newspapers, journals, emails, advertisements, extracts of interviews, tourist brochures and short literary passages</p> <p><b>Module 3- Writing Skills</b></p> <p>-Write essays on a wide range of topics discussed during the semester</p> <p>-Writing formal and informal letters</p> <p><b>Module 4- Grammar and vocabulary</b></p> <p>-Past tense, Passé composé and Imparfait, Si+imparfait, pronoun COD and Agreement with avoir. Conditional, Past conditional tense, Present subjunctive.</p> <p>-Adverbs.</p> <p>-Expressions to express condition, restriction, hypothesis, cause and consequence</p> <p>-Vocabulary specific to: holidays, touristic activities, feelings and emotions, ecology, Politics, education, sms language</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual) .Exercises in task setting and fulfilling. Course taught in French	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK : A PROPOS B1/ VERSION ORIGINALE -3 / Panorama 3</b></p> <ol style="list-style-type: none"> <li>1. Abbadie C. (1994) L'expression française écrite et orale. Grenoble : PUG flem.</li> <li>2. Alter Ego 3, Hachette</li> <li>3. A Propos B1, PUG</li> <li>4. Boularès, M. &amp; Frérot J-L. (1999) Grammaire progressive du Français niveau avancé, avec 400 exercices. Paris : CLE</li> </ol>	

	<p>International</p> <ol style="list-style-type: none"> <li>5. Chovelon, B. &amp; Barthe, M (2002) Expression et style, français de perfectionnement. Grenoble : PUG</li> <li>6. Connexions 3, Didier</li> <li>7. Compréhension écrite B1 / B2, CLE</li> <li>8. DELF B1/B2 200 activités, CLE</li> <li>9. Echo B1. CLE Internationale</li> <li>10. Echo B2. CLE Internationale</li> <li>11. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE.</li> <li>12. ROWLINSON et al., Oxford Paperback French Dictionary &amp; Grammar, OUP.</li> <li>13. Panorama 3, CLE by Jacky Girardet and Jean-Marie Cridlig</li> <li>14. Saisons3 Niveau B1, Didier</li> <li>15. VERSION ORIGINALE3, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues.</li> <li>16. VERSION ORIGINALE3, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.</li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate their ability:</p> <ul style="list-style-type: none"> <li>● to initiate and to respond to requests in a variety of contexts,</li> <li>● to express themselves in a manner appropriate to the situation in which they find themselves.</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 106

**Title of the Course:** Stylistics and Rhetorics

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	This course aims at introducing students to several stylistic and rhetorical forms and reading and analyzing texts to explain use of stylistic and rhetorical strategies. The course also aims at improving written skills in different styles and contexts representing a wide variety of prose styles and genres.	
<b><u>Content:</u></b>	<p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● Introduction– theoretical definition of stylistics and rhetorics. Concept of style.</li> <li>● Poetic function of language – codes, versification, syllabism,</li> </ul>	15hours

	<p>rhyme and stanza.</p> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>Figures of style : comparisons, metaphors, metonymy and synecdoque.</li> </ul> <p><b>Module 3</b></p> <p>Language registers</p> <p><b>PRESCRIBED TEXT BOOKS</b> : Selected bibliography included</p>	<p>15hours</p> <p>30 hours</p>
<b><u>Pedagogy:</u></b>	<p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual research projects).</p> <p>Course taught in <b>French</b></p>	
<b><u>References/Readings</u></b>	<ol style="list-style-type: none"> <li>Groupe <math>\mu</math> (J. Dubois, F. Edeline, J.-M. Klinkenberg, P. Minguet, F. Pire, H. Trinon), <i>Les Exercices de style de Queneau Rhétorique générale</i>, Paris, Seuil, 1982 (Centre d'études poétiques, université de Liège)</li> <li>BARTHES, Roland, <i>L'ancienne rhétorique</i>, in <i>L'aventure sémiologique</i>, Paris, Seuil, 1985.</li> <li>DUPRIEZ, Bernard, <i>Gradus. Les procédés littéraires</i>, Paris, UGE, 1984.</li> <li>FONTANIER, Pierre, <i>Les figures du discours</i> (intr. G. Genette), Paris, Flammarion, 1997.</li> <li>MOLINIE, Georges, <i>Dictionnaire de rhétorique</i>, Paris, Librairie Générale Française, 1992.</li> <li>MILLY, Jean, <i>Poétique des textes</i>, Paris, Nathan, 1992.</li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>The student will be able to</p> <ul style="list-style-type: none"> <li>analyze and interpret samples of good writing that include a variety of nonfiction selections to identify and explain use of rhetorical strategies and techniques</li> <li>read a variety of fiction, poetry and drama to gain an understanding of how various effects are achieved by writers' linguistic and rhetorical choices</li> <li>write in informal contexts to become increasingly skillful in creating and maintaining one's own voice, using appropriate words, varying sentences structure, increasing coherence and controlling tone</li> <li>write for a variety of purposes: complete narrative, expository, analytical and argumentative writing assignments that are based on readings that represent a wide variety of prose styles and genres</li> <li>analyze visual images (art, paintings, advertisements, graphs, cartoons etc)</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 107

**Title of the Course:** Readings in  
French Literature- 17<sup>th</sup> and 18<sup>th</sup>  
Centuries

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	The course functions as an introduction to French literature through texts of varied length from the 17 <sup>th</sup> and 18 <sup>th</sup> century periods and genres with a focus on the use of language. It is meant to build a familiarity with the literature of France, especially literature falling into the broad genres of poetry, drama and prose. Increase in French vocabulary, improvement in speaking and comprehension, along with knowledge and appreciation of several <i>chefs d'oeuvre littéraires</i> will be focussed on in this course.	
<b><u>Content:</u></b>	<p><b>Module 1- <i>Le classicisme</i>- The movement, historical background, features, main authors (Racine, Moliere, Corneille, La Fontaine)</b> Study of literary extracts from works of the above authors.</p> <p><b>Module 2- Les Lumières – The Philosophers of the Age of Enlightenment- Historical background, main works, main authors.( Voltaire, Montesquieu, Beaumarchais, Rousseau)</b> Choice of one novel/ play in <i>texte facile</i>.</p>	<p>30 hours</p> <p>30 hours</p>
<b><u>Pedagogy:</u></b>	<p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual research projects).</p> <p>Course taught in <b>French</b></p>	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOKS :</b> Selected bibliography included</p> <p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau debutant, avec 600 activités, CLE</li> <li>2. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau intermédiaire, avec 650 activités, CLE</li> <li>3. Lagarde et Michard : Littérature du XVIIe siècle</li> <li>4. Lagarde et Michard : Littérature du XVIIIe siècle</li> <li>5. P.-G. Castex, P.Surer, G.Becker Histoire de la littérature</li> </ol>	

	<p>française, Hachette</p> <p>6. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, Français Littérature - Édition 2011, Nathan</p> <p><b>WEBSITES</b></p> <p><a href="https://www.britannica.com/art/French-literature">https://www.britannica.com/art/French-literature</a></p> <p><a href="http://www.litteratureaudio.com/">http://www.litteratureaudio.com/</a></p> <p><a href="http://www.lire-des-livres.com/">http://www.lire-des-livres.com/</a></p> <p><a href="http://matierevolution.org/spip.php?article3499">http://matierevolution.org/spip.php?article3499</a> \ <a href="http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html">http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html</a></p> <p><a href="http://www.youscribe.com/">http://www.youscribe.com/</a></p>	
<b><u>Learning Outcomes</u></b>	<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize and make connections between the literary texts and various historical aspects of French culture</li> <li>● Identify the major intellectual and literary movements that correspond to the works studied</li> <li>● Make oral presentations and write essays and exposés in French.</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 108

**Title of the Course:** Advanced French Grammar and Composition 2

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>This course aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing the ability to:</p> <ul style="list-style-type: none"> <li>● communicate orally and in writing in social and professional situations,</li> <li>● reflect on and talk about own experiences and cultural background;</li> <li>● read and analyse documents in the target language ( press, short stories etc)</li> <li>● write compositions on subjects of personal interest</li> </ul> <p>Secondly, it introduces students to intercultural awareness and skills. It aims, firstly, at enabling them to rapidly integrate a multicultural social or academic environment in a French speaking country:</p> <ul style="list-style-type: none"> <li>● socially position themselves in relation to the French culture</li> <li>● use multimedia and internet tools for language learning, information retrieval and communication in French.</li> </ul>	

<b><u>Content:</u></b>	<p><b>Module 1- Oral Skills- Listening and spoken interaction + production</b>          - pronunciation, intonation, rhythm          - understand the different accents and registers in French          - comment on a wide range of topics and participate in debates on Cinema, Reality shows Francophony, French poetry, Music, Business, Press.</p> <p><b>Module 2- Reading Skills</b>          - comprehension of specialised texts, scientific and journalistic articles, film reviews.</p> <p><b>Module 3- Writing Skills</b>          - Write essays on a wide range of topics discussed during the semester          - Precis writing.</p> <p><b>Module 4- Grammar and vocabulary</b>          - Indirect speech. Suffixes. Passive, active voice.          - Frequently used impersonal verbs,          - Prepositions, Characterisation of nouns, Qualifying adjectives, Placement of adjectives,          - Expressions of resemblance, difference, comparison          Vocabulary specific to: Cinema, Work, natural disasters, written press, Television shows, neologisms</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	<p><b>Teaching Methodology:</b>          Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling.          Course taught in <b>French</b></p>	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK : A PROPOS B1/ VERSION ORIGINALE -3/ PANORAMA 3</b>  <b>BIBLIOGRAHY</b>  <b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Abbadie C. (1994) L'expression française écrite et orale. Grenoble : PUG flem.</li> <li>2. Alter Ego 3, Hachette</li> <li>3. A Propos B1, PUG</li> <li>4. Boularès, M. &amp; Frérot J-L. (1999) Grammaire progressive du Français niveau avancé, avec 400 exercices. Paris : CLE International</li> <li>5. Chovelon, B. &amp; Barthe, M (2002) Expression et style, français de perfectionnement. Grenoble : PUG</li> <li>6. Connexions 3, Didier</li> <li>7. Compréhension écrite B1 / B2, CLE</li> <li>8. DELF B1/B2 200 activités, CLE</li> <li>9. Echo B1. CLE Internationale</li> </ol>	



	10. Echo B2. CLE Internationale 11. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE. 12. ROWLINSON et al., Oxford Paperback French Dictionary & Grammar, OUP. 13. Panorama 3, CLE by Jacky Girardet and Jean-Marie Cridlig 14. Saisons3 Niveau B1, Didier 15. VERSION ORIGINALE3, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues. 16. VERSION ORIGINALE3, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues.	
<b><u>Learning Outcomes</u></b>	At the end of the course, students will be expected to demonstrate their ability: <ul style="list-style-type: none"> <li>● to initiate and to respond to requests in a variety of contexts,</li> <li>● to express themselves in a manner appropriate to the situation in which they find themselves.</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 109

**Title of the Course:** Introduction to Translation Studies

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	The course is designed to introduce students to basic concepts of translation theory, Linguistics and comparative stylistics. It is focused on the history, theory, and practice of translation. It has been designed to ensure that theoretical knowledge goes hand in hand with a practical understanding. The main goal of this course is to <ul style="list-style-type: none"> <li>● initiate students to basic translation techniques</li> <li>● introduce students to translation studies as separate discipline of knowledge</li> <li>● enable them to link theory and practice</li> <li>● develop students' contrastive knowledge and their critical thinking skills</li> <li>● and improve students' writing skills and language fluency through the practice of translation.</li> </ul>	

<b><u>Content:</u></b>	<p><b>Module 1.Introduction to Linguistics</b> A introduction to linguistics: This module introduces the structures and functions of languages. (Characteristics of Human Language, Language and Communication, Language Functions and relation between Language and Culture)</p> <p><b>Module 2.Translation Theory</b> This module introduces the different schools of translation and their applications to help students achieve a systematic understanding of translation. It reveals to students the fundamental workings of translation through analysis and interpretation of cases drawn from daily life.</p> <p><b>Module 3.Contrastive Stylistics</b> This module presents students with a systematic comparison of the English and French languages from the macro to the micro points of view, so as to deepen their understanding of the nature of the two languages and enable them to handle problems encountered in the process of translation more competently.</p> <p><b>Module 4.Use of Translation resources and Translation Practice</b> -Types of texts and their translations, to demonstrate their stylistic and linguistic features and recommends strategies to translate them. It covers genres such as basic business documents, news reports and texts from elementary literary works to raise students' awareness of styles and techniques. -Use of translation resources Identification of common problems in translation and their solutions. It helps students to make effective use of translation resources in the information age.</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	<p>Learning centre, interactive and experiential. Introductory lectures by instructor followed by guided practice, Group work and individual work. Course taught in <b>French/English</b></p>	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOKS :</b> Selected bibliography included – Books are available in the library or the Department</p> <ol style="list-style-type: none"> <li>1. Baker, Mona (1992): In Other Words: A Coursebook on Translation, London/New York: Routledge.</li> <li>2. Ballard, Michel (1984): La Traduction de la théorie — la didactique : études, Université de Lille III .</li> <li>3. Ballard, Michel (1995): De Cicéron à Benjamin: traducteurs, traductions, réflexions. Étude de la traduction, Lille: Presses universitaires de Lille.</li> <li>4. Berman, Antoine (1999) : La traduction et la lettre ou l'Auberge du lointain,Paris: Seuil.</li> <li>5. Brisset, Annie (1998) "L'identité culturelle de la traduction. En réponse à Antoine Berman", Palimpsestes 11, pp. 31-51.</li> <li>6. Catford, J. C. (1965): A Linguistic Theory of Translation: An Essay in Applied Linguistics, Oxford University Press.</li> <li>7. Chesterman, Andrew (1989): Readings in translation theory,</li> </ol>	

	<p>Helsinki: Finn Lectura.</p> <ol style="list-style-type: none"> <li>8. Delisle, Jean (1981): L'enseignement de l'interprétation et de la traduction: de la théorie à la pédagogie, Ottawa : Editions de l'Université d'Ottawa.</li> <li>9. Delisle, J. (1982): L'analyse du discours comme méthode de traduction : initiation — la traduction française de textes pragmatiques anglais;;</li> <li>10. Theorie et pratique, Ottawa : Editions de l'Universite d'Ottawa.</li> <li>Holmes, James S. (1988): Translated! Papers on Literary Translation and Translation Studies, Amsterdam: Rodopi.</li> <li>11. Holmes, J. S. et al. (eds.) (1978): Literature and Translation: New Perspectives in Literary Studies, Leuven: Acco.</li> <li>12. Lederer, M. (1994): La traduction aujourd'hui - le modèle interprétatif, Paris:Hachette.</li> <li>13. Lederer, M. &amp; D. Seleskovitch (1993): Interpréter pour traduire, 3rd ed., Paris: Didier Erudition.</li> <li>14. Lederer M. &amp; D. Seleskovitch (2001): Pédagogie raisonnée de l'interprétation, Margot, Jean-Claude (1979): Traduire sans trahir : la theorie de la traduction et son application aux textes bibliques, Lausanne: Age d'homme.</li> <li>15. Mounin, Georges (1955): Les belles infidèles, Paris: Cahiers du Sud.</li> <li>Mounin, G. (1963): Les problèmes théoriques de la traduction, Paris: Gallimard.</li> <li>16. Mounin, G. (1976) : Linguistique et traduction , Brussels: Dessart&amp; Mardaga1976.</li> <li>17. Nida, A. &amp; C. R. Taber (1969): The Theory and Practice of Translation, Leiden: E. J. Brill.</li> <li>18. Shuttleworth, M. &amp; M. Cowie (1997): Dictionary of Translation Studies, Manchester: St Jerome Press.</li> <li>19. Snell-Hornby, Mary et al. (ed.) (1994): Translation Studies: An Interdiscipline, Amsterdam: John Benjamins.</li> <li>20. Snell-Hornby, M. (1995): Translation Studies. An Integrated Approach, Amsterdam, John Benjamins.</li> <li>21. Steiner, George (1992): After Babel : Aspects of Language and Translation, 2nd ed., Oxford University Press.</li> <li>22. Toury, G. (1995): Descriptive Translation Studies and Beyond, Amsterdam:JohnBenjamins.</li> <li>23. Van Hoof, Henri (1991): Histoire de la traduction en Occident: France, Venuti, Lawrence (ed.) (1992): Rethinking Translation: Discourse, Subjectivity, Ideology, London: Routledge.</li> <li>24. Vinay, J.P. &amp; J. Darbelnet (1967): Stylistique comparée du français et de l'anglais, Paris: Didier; Eng.Trans.</li> <li>25. J. M. Sager &amp; M.-J. Hamel, Comparative Stylistics of French and English: A Methodology for Translation, Amsterdam: John Benjamins, 1995.</li> <li>26. Hélène Chuquet, Michel Paillard: Approche linguistique des problèmes de traduction anglais-- français Editions OPHRYS, 1987</li> </ol>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be able</p> <ul style="list-style-type: none"> <li>● to translate different types of general texts and documents from French to English</li> </ul>	

	<ul style="list-style-type: none"> <li>● To translate elementary texts into French</li> <li>● to understand structures and functions of languages in general</li> <li>● to understand the differences between the source and target languages and cultures</li> <li>● to understand the limits and effectively use modern technology as a translation tool</li> </ul> <p>Furthermore, students will be able to</p> <ul style="list-style-type: none"> <li>● produce a short glossary of specialised terms</li> <li>● translate and define culture specific terms.</li> </ul>	
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**Programme:** T.Y. B. A. (French)

**Course Code:** UFFC 110

**Title of the Course:** Readings in French Literature- 19<sup>th</sup> Century

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	This course presents a survey of French authors and literary movements of the 19th century. Emphasis will be placed on the literary ideas and styles that emerged during this period. The discussions will also cover the most important moments in French history of the time as imagined and rendered by writers.	
<b><u>Content:</u></b>	<b>Module 1- Romanticism and Realism - The movements, historical background, features, main authors ( Hugo, Lamartine, Balzac)</b> Study of a selection of extracts and poems from works by above authors.	30hours
	<b>Module 2- Naturalism and Symbolism- The movements, historical background, features, main authors ( Maupassant, Zola, Baudelaire)</b> Study of a selection of extracts and poems from works by above authors.  <b>PRESCRIBED TEXT BOOK :</b> Selected bibliography and recommended websites included.	30hours
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual research projects). Course taught in <b>French</b>	

<p><b><u>References/</u></b> <b><u>Readings</u></b></p>	<p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau debutant, avec 600 activités, CLE</li> <li>2. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau intermédiaire, avec 650 activités, CLE</li> <li>3. Lagarde et Michard : Littérature du XIXe siècle</li> <li>4. P.-G. Castex, P.Surer, G.Becker Histoire de la littérature française, Hachette</li> <li>5. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, Français Littérature - Édition 2011, Nathan</li> </ol> <p><b>WEBSITES</b></p> <p><a href="https://www.britannica.com/art/French-literature">https://www.britannica.com/art/French-literature</a>  <a href="http://www.litteratureaudio.com/">http://www.litteratureaudio.com/</a>  <a href="http://www.lire-des-livres.com/">http://www.lire-des-livres.com/</a>  <a href="http://matierevolution.org/spip.php?article3499">http://matierevolution.org/spip.php?article3499</a>  <a href="http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html">http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html</a>  <a href="http://www.youscribe.com/">http://www.youscribe.com/</a></p>	
<p><b><u>Learning</u></b> <b><u>Outcomes</u></b></p>	<p>At the end of the course, students will be able to</p> <ul style="list-style-type: none"> <li>● demonstrate knowledge and understanding of 19<sup>th</sup> century French culture and society through the study of major modern literary works.</li> <li>● identify and trace the development of major themes that appear in the texts studied</li> <li>● demonstrate the ability to read and to discuss perceptively representative works of French literature.</li> <li>● understand various cultural aspects and social issues of the period under discussion.</li> <li>● identify and describe the major literary movements the texts reflect, including romanticism, realism and naturalism, symbolism.</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFD 101

**Title of the Course:** Study of Cultural Objects

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	This course aims at strengthening the base in French language by exploring contemporary Francophone societies through their cultural objects. Cultural objects (people, artefacts, signs, objects, rituals, historical events, etc.) are symbolic figures that play an essential role in constructing and maintaining national and social imagination, as well as establishing a collective identity. This course investigates a range of cultural objects shared by the francophones in the areas of history and culture, work and education, celebrities, daily life, food. Participants will reflect critically on these iconic figures and assess the way they interrelate with each other so as to form a cultural grammar. Simultaneously, participants will be led to conduct a critical appraisal of their own iconic figures. All the materials used in this course will be in French.	
<b><u>Content:</u></b>	<p><b>Module 1</b>-Studying French cultural objects through selected texts and images and the interrelation between them.</p> <p><b>Module 2</b>-Initiation to selected cultural objects of Francophone countries (two countries)</p> <p><b>Module 3</b>-Identification and appraisal of Indian cultural icons. Production of texts describing and analysing Indian cultural objects using creative writing techniques</p>	<p>15hours</p> <p>30hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling Course taught in <b>French</b>	
<b><u>References/Readings</u></b>	<p><b>PRESCRIBED TEXT BOOKS :</b> ,</p> <ol style="list-style-type: none"> <li>1. MEYER Denis, Clés pour la France en 80 icônes culturelles: pour comprendre la France et les Français / Buch, Hachette</li> <li>2. Njike, J (2003), Civilisation Progressive de la Francophonie 500 activités-Niveau Intermédiaire, CLE International</li> </ol>	

	<p>3. Njike, J (2005), Civilisation Progressive de la Francophonie 350 activités-Niveau Débutant, CLE International</p> <p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. WAGLE, MEYER, Au Bord de l'Inde, portraits d'objets, d'icônes et de célébrités , Editions GOYAL</li> <li>2. Roland BARTHES, Mythologies</li> <li>3. Richard BERNSTEIN, Fragile Glory - A Portrait of France and the French, Plume, New York, 1990</li> <li>4. Ina CARO, The Road from the Past - Traveling through History in France, A Harvest Book, 1994</li> <li>5. Raymonde CARROLL, Cultural Misunderstandings - The French-American Experience, Univ. of Chicago Press, 1987</li> <li>6. Charles DICKENS, Dickens in France, Selected pieces by Charles Dickens on France and the French, In Print Publishing Ltd., Brighton, 1996</li> <li>7. Dominique FRISCHER, La France vue d'en face - L'image de la France analysée et jugée par</li> <li>8. Sudhir HAZAREESINGH, How the French Think. An Affectionate Portrait of an Intellectual People, Penguin, 2015</li> <li>9. Sanche DE GRAMONT, The French - Portrait of a People, Putnam's Sons, New York, 1969J.</li> </ol>	
<p><b><u>Learning Outcomes</u></b></p>	<p>At the end of the course, students will be able</p> <ul style="list-style-type: none"> <li>● to read, understand and appreciate cultural objects and their role in contemporary French society</li> <li>● to evaluate cultural objects in other francophone countries and understand their specificity to the country and the eventual difference vis-à-vis France.</li> <li>● to identify and evaluate Indian cultural objects and their place in life in modern India</li> <li>● to produce short texts describing and analysing Indian cultural objects with the effective use of short text writing techniques.</li> </ul> <p>Furthermore, students will be able to</p> <ul style="list-style-type: none"> <li>● better understand life in France and French society</li> <li>● better understand the Indian collective identity</li> <li>● learn basic techniques of translating and defining language specific cultural terms</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFD 102

**Title of the Course:** Business  
Communication in French

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	<p>This course introduces students to a specialized business language in order to help them to work and succeed in an international French-speaking environment. It lays emphasis on oral and written communication, as well as the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm. It aims, at</p> <ul style="list-style-type: none"> <li>• introducing students to the cultural and commercial etiquettes in Francophone societies.</li> <li>• developing student's linguistic skills and working knowledge of the vocabulary and expressions used in business transactions</li> <li>• helping students imagine and construct a letter of interest for a position in a French-speaking company and also plan a strategy for responding to a French interview and determine its efficiency by participating in a job interview in French.</li> <li>• Analysing a product, its potential success and devise a marketing campaign in French.</li> </ul> <p>Furthermore, the course will engage students with the working world through practice in the job search process, CV preparation, interviewing, interacting and performing in a French-speaking working environment. In doing so, students will draw on valuable crossover skills from their own culture and their native language.</p>	
<b><u>Content:</u></b>	<p><b>Module 1- Apply for a Job</b> -Job search, Job application: Cover letter and CV, -the fundamentals of a formal job interview: Prepare for an Interview, Do's and Don't during an interview. Simulation: Job Interview</p> <p><b>Module 2-Oral business communication:</b> - receiving calls &amp; leaving voicemails - exchanging information on the phone - checking &amp; clarifying facts &amp; figures - making polite requests &amp; enquiries - talking about professional experiences - delivering a presentation</p> <p><b>Module 3-Written business communication</b></p>	<p>15hours</p> <p>15hours</p> <p>15hours</p>



	<ul style="list-style-type: none"> <li>-Business Letter and email</li> <li>-Writing letters following up sales</li> <li>-Taking notes for a presentation</li> <li>-Report writing</li> </ul> <p><b>Module 4- Marketing</b></p> <ul style="list-style-type: none"> <li>-Introducing one's own company and product description</li> <li>-Placing an order, making a payment</li> <li>-study of advertisements and publicity material</li> </ul>	15hours
<b><u>Pedagogy:</u></b>	<p>The general methodological principles adopted for this course are based on integrating all four skills (reading, writing, speaking and listening) into highly motivational activities where the student is the protagonist, and in doing so reflects real life. Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual) .Exercises in task setting and fulfilling. Role-plays will be used to reinforce the content learnt. Course taught in <b>French</b></p>	
<b><u>References/Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK :</b> Selected bibliography and recommended websites included</p> <p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. La correspondance commerciale française. Nathan</li> <li>2. Le français de l'entreprise</li> <li>3. Penfornis, J L. Vocabulaire progressif du français des Affaires-IntermediaireCLE International</li> <li>4. Larousse, 500 lettres pour tous les jours</li> <li>5. Cloose, Le français du monde de travail PUG</li> <li>6. Scénarios professionnels 1 &amp; 2</li> <li>7. La pratique de l'expression écrite, Nathan</li> <li>8. Penfornis, Le français de la communication professionnelle.</li> <li>9. Communication progressive du français des Affaires-Intermediaire CLE International</li> <li>10. Objectif Express 1 Nouvelle Edition</li> <li>11. Affaires A suivre</li> <li>12. Affaire.com</li> <li>13. Comment vont les affaires ?</li> <li>14. Bloomfield, Anatole , Tauzin, Béatrice <i>Affaires à suivre</i></li> <li>15. Calmy, Anne-Marie <i>Le français du tourisme</i></li> <li>16. Sanchez-Macagno, Marie-Odile, Corado, Lydie, <i>Faire des affaires en français : analyser-s'entraîner, communiquer.</i></li> </ol> <p><b>WEBSITE</b></p> <p><a href="http://www.ciel.fr/learn-french/business-french-exercises.htm">http://www.ciel.fr/learn-french/business-french-exercises.htm</a></p>	
<b><u>Learning Outcomes</u></b>	At the end of the course, students will be expected to demonstrate a marked ability to communicate in the target language, in particular	



	<p><b>Module 3- Contemporary Life and Identities (ANY 2)</b></p> <ul style="list-style-type: none"> <li>-Education and Travel</li> <li>-Leisure and Sports</li> <li>-Multiculturalism</li> <li>-Nationalism and Patriotism</li> <li>-Alienation and Assimilation</li> <li>-Language and Identity</li> </ul> <p><b>Module 4- Science and Technology (ANY2)</b></p> <ul style="list-style-type: none"> <li>-Discoveries and Inventions</li> <li>-Ethical Questions</li> <li>-Future Technologies</li> <li>-Intellectual property</li> <li>-The New Media</li> <li>-Social Impact of Technology</li> </ul>	<p>15hours</p> <p>15hours</p>
<b><u>Pedagogy:</u></b>	<p>The course is designed around a series of themes thus promoting the inclusion of a variety of language concepts into a context that is interesting, meaningful and worth exploring. Themes provide an integrated approach to teaching and learning, bring content to the language lesson and connect the modes of communication in meaningful ways. They help teachers integrate language, content and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.</p> <p>The themes are indicative in nature and are meant to serve as a <i>point de départ</i> towards meaningful discussions in class. The course content delivered through the LSP methodologies will be augmented through conversation classes stressing on debates and discussions among the students.</p> <p>Course taught in <b>French</b></p>	
<b><u>References/ Readings</u></b>	<p><b>PRESCRIBED TEXT BOOK :</b> Selected bibliography and recommended websites included</p> <p><b>BIBLIOGRAPHY</b></p> <p>Mauchamp, Nelly. La France D'aujourd'hui : civilisation. CLE international</p> <p><b>WEBSITES</b></p> <p><a href="http://www.rfi.fr/">http://www.rfi.fr/</a></p> <p><a href="http://www.francetvinfo.fr/">http://www.francetvinfo.fr/</a></p> <p><a href="https://www.scienceshumaines.com/">https://www.scienceshumaines.com/</a></p> <p><a href="https://asia.tv5monde.com/">https://asia.tv5monde.com/</a></p> <p><a href="http://la1ere.francetvinfo.fr/">http://la1ere.francetvinfo.fr/</a></p>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course students will be better equipped with the language skills required to present an issue and take a stand on it. They will have gained a deeper understanding of the issues of concern in contemporary French society.</p>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFD 104

**Title of the Course:** French through Francophone texts

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	<p>This course focus on the study of the French language through short stories and graphic novels. The main aim is to</p> <ul style="list-style-type: none"> <li>• develop aesthetic sensibilities, appreciation of literary beauty,</li> <li>• develop different modes of proposing and furthering a point of view or argument</li> <li>• improve students' writing skills and language fluency through contact with and study of these genres and formats</li> </ul> <p>Through diverse readings, the students will explore the ways in which words and images structure thought, communication and interactions of individuals and societies.</p>	
<b><u>Content:</u></b>	<p><b>Module 1- French language through short stories</b> -Understanding of short stories in French. Corpus would include short stories from French and francophone literature.</p> <p><b>Module 2- French language through the Graphic novel genre</b> -Readings from Comic strips and Graphic novels in French. Colloquialisms, slang, regionalisms, popular French. -Linguistic and cultural content from the Francophone world.</p> <p><b>PRESCRIBED TEXT BOOK :</b> Selected bibliography and recommended websites included .</p>	<p>30hours</p> <p>30hours</p>
<b><u>Pedagogy:</u></b>	Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling. Course conducted in <b>French</b> .	
<b><u>References/Readings</u></b>	<p><b>BIBLIOGRAPHY</b></p> <ol style="list-style-type: none"> <li>1. FIEVET, Martine. Littérature en classe de FLE, CLE International</li> <li>2. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau debutant, avec 600 activités, CLE</li> <li>3. Ferroudja Allouache , Nicole Blondeau, Littérature progressive du français, niveau intermédiaire, avec 650 activités, CLE</li> <li>4. Lagarde et Michard : Littérature du XIXe siècle</li> <li>5. P.-G. Castex, P.Surer, G.Becker Histoire de la littérature</li> </ol>	

	<p>française, Hachette</p> <p>6. C. Desaintghislain, C. Morisset, P. Rosenberg, F. Toulze, P. Wald Lasowski, Français Littérature - Édition 2011, Nathan</p> <p><b>WEBSITES</b></p> <p><a href="https://www.britannica.com/art/French-literature">https://www.britannica.com/art/French-literature</a></p> <p><a href="http://www.litteratureaudio.com/">http://www.litteratureaudio.com/</a></p> <p><a href="http://www.lire-des-livres.com/">http://www.lire-des-livres.com/</a></p> <p><a href="http://matierevolution.org/spip.php?article3499">http://matierevolution.org/spip.php?article3499</a><a href="http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html">http://www.cndp.fr/crdp-amiens/cddpoise/mediatheque/plus-de-100-000-livres-en-ligne.html</a></p> <p><a href="http://www.youscribe.com/">http://www.youscribe.com/</a></p>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, students will be expected to demonstrate a marked ability to communicate in French, in particular to</p> <ul style="list-style-type: none"> <li>• Identify how language is used in the different genres and formats</li> <li>• Comparatively study literary texts in the short story and the graphic novel format</li> <li>• Write texts in different formats</li> <li>• Appreciate linguistic and cultural content from the Francophone world.</li> </ul>	

**Programme:** T.Y. B. A. (French)

**Course Code:** UFFD 105

**Title of the Course:** Study of French Cinema

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	Any student pursuing Third year undergraduate programme in French at Goa University is eligible to take the course as an elective paper.	
<b><u>Objective:</u></b>	In this course, students will watch, discuss and analyze a dozen landmark French films through the lens of style and culture. Students will study film genres and movements in relation to social, cultural and aesthetic trends. Since French film, as in all national cinemas, is deeply tied to its country's history and culture, we will also discuss the socio-historical backgrounds in which these films were made. This course focuses on movies not primarily for their entertainment value but for their contributions to cinema as an art form and a means of commentary upon human society.	
<b><u>Content:</u></b>	<p><b>Module1- Appreciating French Cinema</b></p> <p>- Masterpieces of French cinema</p> <p>- Characteristics of New wave Cinema.</p> <p><b>Module 2- Diversity in French cinema</b></p>	<p>30 hours</p> <p>30 hours</p>

	-Film festivals and awards -Les cahiers du cinema, Journals and websites - Film reviews	
<b><u>Pedagogy:</u></b>	Introductory lectures by instructor, accompanied by films and followed by class discussions. Class presentations by individuals or team of students on various directors and aspects of French society. Viewing of feature films in French with subtitles, class discussions. Writing papers on major films and creation of youtube videos Course in <b>French</b>	
<b><u>References/Readings</u></b>	<b>PRESCRIBED TEXT BOOK :</b> Selected bibliography and recommended websites included  1. Jacques Lourcelles : Dictionnaire du cinéma - Les films, coll. Bouquins, 1992 2. André Bazin : Qu'est-ce que le cinéma ? Editions du Cerf , 1962 3. Jean Douchet : L'art d'aimer, Cahiers du cinéma, 1970. 4. Lanzoni , Rerni Fournier, French Cinema. From Its Beginnings to the Present (NY: Continuum, [2002] 2011 ). ISBN: 978-08264-1600-1 5. Williams, Alan: Republic of Images : A History of French Filmmaking. Cambridge : Harvard University Press, 1992. 6. Tim Palmer, Brutal Intimacy: Analysing Contemporary French Cinema, USA: Wesleyan University Press, 2011.  <b>WESITES:</b> Les Leçons de Cinéma : <a href="http://www.youtube.com/watch?v=BMwN2JloosE&amp;list=PL0416194348A330A5">http://www.youtube.com/watch?v=BMwN2JloosE&amp;list=PL0416194348A330A5</a> Quand je serai grand, je ferai cinéma ! 30 épisodes: Le Métier de... <a href="http://www.youtube.com/watch?v=hUxLzpb3hjs&amp;list=PL27830E0807C7669E">http://www.youtube.com/watch?v=hUxLzpb3hjs&amp;list=PL27830E0807C7669E</a> Internet Movie Database: <a href="http://us.imdb.com/search/">http://us.imdb.com/search/</a> French Film Guide: <a href="http://www.topfrenchfilms.info/">http://www.topfrenchfilms.info/</a> Film and video resources (Northwestern U.) <a href="http://www.library.northwestern.edu/media/resources/film.html">http://www.library.northwestern.edu/media/resources/film.html</a> CineCritic : <a href="http://cinecritic.free.fr/">http://cinecritic.free.fr/</a> Les frères Lumière: <a href="http://web.culture.fr/culture/villalum/expo_lum.htm">http://web.culture.fr/culture/villalum/expo_lum.htm</a> Lexique du cinéma : <a href="http://www.cegep-ste-foy.qc.ca/~cinema/LEXIQUE/LEXIQUE.HTM">http://www.cegep-ste-foy.qc.ca/~cinema/LEXIQUE/LEXIQUE.HTM</a> Y magin - petit lexique du vocabulaire cinématographique : <a href="http://sidonie9.free.fr/cine/lexique.html">http://sidonie9.free.fr/cine/lexique.html</a> Petit lexique du cinéma : <a href="http://www.ac-creteil.fr/sugerstdenis/audiovisuel/Lexique/Lexique.htm">http://www.ac-creteil.fr/sugerstdenis/audiovisuel/Lexique/Lexique.htm</a> Première (magazine du cinéma) : <a href="http://www.premiere.fr/">http://www.premiere.fr/</a> Histoire du cinéma : <a href="http://netia59.ac-lille.fr/tgn/0592374k/histoireducinema.htm">http://netia59.ac-lille.fr/tgn/0592374k/histoireducinema.htm</a>	
<b><u>Learning Outcomes</u></b>	At the end of the course, students will be able to <ul style="list-style-type: none"> <li>• understand the evolution and diversity of French cinema</li> </ul>	

	<ul style="list-style-type: none"> <li>• develop critical thinking in analysing the films and comparing with Hollywood/Bollywood movies.</li> <li>• experience the art of cinema itself and how it represents French society and culture</li> <li>• identify France's principal directors, movements, and actors</li> </ul>	
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**Programme:** T.Y. B. A. (French)

**Course Code:** UFFP

**Title of the Course:** Project

**Number of Credits:** 4

**Effective from AY:** 2018-2019

<b><u>Prerequisites for the course:</u></b>	<p>All students undertake an independent research project which culminates in a dissertation. The project can be carried out individually or in a group on any topic related to the program under the supervision of the Project guide.</p> <p>Students can begin working on their dissertation after semester 4 and need to submit the final copy in the prescribed format before the end of semester 6, on a date decided by the Department of French and Francophone studies.</p>	
<b><u>Objective:</u></b>	<p><b>Aims:</b> The aims of the dissertation are to:</p> <ul style="list-style-type: none"> <li>• put into practice theories and concepts learned in the programme;</li> <li>• provide an opportunity to study a particular topic in depth;</li> <li>• show evidence of independent investigation;</li> <li>• enable interaction with practitioners (where appropriate to the chosen topic);</li> <li>• show evidence of ability to plan and manage a project within deadlines</li> </ul>	
<b><u>Content:</u></b>	<p>Dissertations need to demonstrate knowledge and understanding of a given topic and should also reach a level of scope and depth beyond that taught in class. All dissertations must be presented according to the guidelines laid down by Goa University and in an appropriate academic style and format to ensure that the precise aims of the dissertation are met.</p>	60hours
<b><u>Assessment:</u></b>	<p>The dissertation is assessed on the basis of the content of the submitted document and a viva voce examination. All dissertations will be read by two internal examiners including the project guide. In addition, some dissertations may be read by an External Examiner to ensure a uniform standard is maintained.</p> <p>The dissertation will be written in <b>French</b></p>	
<b><u>Learning Outcomes</u></b>	<p>After completion of the dissertation students should be able to:</p> <ul style="list-style-type: none"> <li>• define, design and deliver an academically rigorous piece of research;</li> <li>• understand the relationships between the theoretical concepts</li> </ul>	

	<p>taught in class</p> <p>and their application in specific situations;</p> <ul style="list-style-type: none"> <li>• show evidence of a critical and holistic knowledge and have a deeper understanding of their chosen subject area;</li> <li>• appreciate practical implications and constraints of the specialist subject;</li> <li>• Understand the process and decisions to be made in managing a project within strict deadlines</li> </ul>	
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**Programme:** B.A.

**Course Code:** UWOC 102

**Title of the Course:** Gender and Popular Culture

**Number of Credits:** 4

**Effective from AY:** 2018-19

<b><u>Prerequisites for the course:</u></b>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>This course explores the way gender discourse and representation are constructed and reinforced in popular culture (film, TV, music, advertising, etc.). It focuses on elements of identity related to femininity, masculinity and LGBT identities and deconstructs the complex cultural system that links them to fixed binary ideas of male and female.</p> <p>The course aims to help students</p> <ul style="list-style-type: none"> <li>- understand gender dynamics: the difference between categories like male and female, masculinity and femininity, heteronormative and non-normative expressions</li> <li>- identify common themes in popular culture regarding the depiction of gender and sexuality</li> <li>- understand the impact of popular media consumption on our identity and relationship with the others.</li> </ul> <p>This course will be taught jointly by the Department of Women's Studies and the Department of French and Francophone Studies of Goa University.</p>	
<b><u>Content:</u></b>	<p><b>1. Socio-cultural construction of Gender, Race and Identity in popular culture</b></p> <ul style="list-style-type: none"> <li>- Constructing Masculinity and Femininity. Objectification and Rise of the Raunch Culture.</li> <li>- Queer Theory: LGBT issues and Human Rights in France.</li> <li>- Gender construction as a social justice issue. Associations that defend women's rights. Changes in the legal system of the country. Jacqueline Sauvage case. # Me too movement/ Balance ton porc</li> <li>- Critical race theory</li> </ul>	10hrs





	methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling. Apart from the pedagogic tools used in the course, students are encouraged to bring to the classroom evidence and material from their own regional popular culture.	
<b><u>References/Readings</u></b>	<ol style="list-style-type: none"> <li>1. Tarrant, Shira. <i>Men and Feminism</i>. (Seal Press: Berkeley, 2009).</li> <li>2. Kellner, "Cultural Studies, Multiculturalism and Media Culture." (PDF; Ch. 1 from Hume and Dinez)</li> <li>3. Henley and Freeman, "The Sexual Politics of Interpersonal Behavior" (PDF; ch. 22 from <i>Woman: Images and Realities</i>)</li> <li>4. Lull, "Hegemony" (PDF; Ch. 4 DH)</li> <li>5. Winseck, "The State of Media Ownership and Media Markets: Competition or Concentration and Why Should We Care?" (PDF; Ch. 2 DH)</li> <li>6. Wood, Julia T. (2015). <i>Gendered Lives: Communication, Gender, and Culture</i>. 11th Edition. Stamford, CT: Cengage Learning. ISBN 978-1-285-07593-8.</li> <li>7. Tim Delaney, "Pop Culture: An Overview," Philosophy Now, November/December 2007</li> <li>8. AndiZeisler, "Pop and Circumstance: Why Pop Culture Matters," from Feminism and Pop Culture (1-21) <a href="http://philosophynow.org/issues/64/Pop_Culture_An_Overview">http://philosophynow.org/issues/64/Pop_Culture_An_Overview</a> What is</li> <li>9. High Culture vs. Low Culture: <a href="http://www.youtube.com/watch?v=Tnk3gR3kCbI">http://www.youtube.com/watch?v=Tnk3gR3kCbI</a></li> <li>10. Cultural Politics: Resources for Critical Analysis, access at: <a href="http://culturalpolitics.net/">http://culturalpolitics.net/</a> And at 'culturalpolitics.net' especially: <a href="http://culturalpolitics.net/cultural_theory">http://culturalpolitics.net/cultural_theory</a> <a href="http://culturalpolitics.net/popular_culture">http://culturalpolitics.net/popular_culture</a></li> <li>11. UC Berkeley's Database on Pop Culture <a href="http://english.berkeley.edu/Postwar/pop.html">http://english.berkeley.edu/Postwar/pop.html</a></li> <li>12. Judith Lorber, "Night to His Day: the social construction of gender" and "Believing is Seeing: Biology as Ideology"</li> <li>13. Mary Kearney, "Feminist Media Manifesto," 2012 <a href="http://blog.commart.wisc.edu/2012/12/11/feminist-media-criticism-is-part-2/">http://blog.commart.wisc.edu/2012/12/11/feminist-media-criticism-is-part-2/</a></li> <li>14. Ted talk Chimamanda Ngozie Adichie: "The danger of a single story" (19 min.) <a href="https://www.youtube.com/watch?v=D9Ihs241zeg">https://www.youtube.com/watch?v=D9Ihs241zeg</a></li> <li>15. Douglas Kellner, "Cultural Studies, Multiculturalism, and Media Culture," from Gender, Race, and Class in Media: A Critical Reader (7-18)</li> <li>16. James Lull, "Hegemony," from Gender, Race, and Class in Media: A Critical Reader (33-36) bell hooks, "Oppositional Gaze," from Black Looks: Race and Representation</li> <li>17. Richard Dyer, "The Role of Stereotypes," from Media Studies: A Reader (1999)</li> <li>18. Lisa Coulthard, "Killing Bill: Rethinking Feminism and Film Violence," from Interrogating PostFeminism, Yvonne Tasker &amp; Diana Negra (eds)</li> <li>19. Murali Balaji, "Owning Black Masculinity: The Intersection of</li> </ol>	

	<p>Cultural Commodification and SelfConstruction in Rap Music Videos,” Communication, Culture and Critique 2 (2009) 21-38</p> <p>20. Marlo David Azikwe, “More Than Baby Mamas: Black Mothers and Hip-Hop Feminism,” from Gender, Race and Class in Media: A Critical Reader (137-143)</p> <p>21. Liesbet Van Zoonen, “Feminist Perspectives on the Media”</p> <p>22. Battles &amp; Hilton-Morrow, “Gay Characters in Conventional Spaces” 9</p> <p>23. Gayle Wald , “I Want It That Way”: Teenybopper Music and the Girling of Boy Band</p> <p>24. Mona Chollet, Beauté Fatale. Les nouveaux visages d’une aliénation féminine</p>	
<b><u>Learning Outcomes</u></b>	<p>By the end of the course, students will:</p> <ul style="list-style-type: none"> <li>- develop perspective on gendered and sexual repercussions of uncritical, passive consumption of popular culture in their personal, political, and social lives</li> <li>-articulate the ways in which the masculine-feminine binary is reinforced through representations in popular culture</li> <li>-critically interrogate gender representations in pop culture, especially as they relate to the intersectionality of sexuality, race and gender</li> <li>- develop an understanding of how popular representations of gender affect privilege, power, and “Othering”.</li> <li>- evolve an understanding of resistance against gender oppression using elements of popular culture.</li> </ul>	

**Programme:** B.A.

**Course Code:** UWOC 103

**Title of the Course:** *Women’s Herstory: A Study of Women’s history.*

**Number of Credits:** 4

**Effective from AY:** 2019-20

<b><u>Prerequisites for the course:</u></b>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>From a teenager who won a war to the “Mother of the Atomic Bomb” who advocated for peace, some iconic trailblazing women have left their indelible mark on the world. This course uses women as a lens to better understand the history of the human civilisation and focuses on their remarkable stories. Topics covered include political encounters, slavery, wars, colonial settlement and reconstruction as well as themes more specific to women and gender, including issues related to families, households, violence, and rights.</p> <p>Course lectures and readings survey perspectives and experiences of women from different backgrounds as well as professional scholarship particular to the study of women’s history.</p> <p>The aim of the course is to</p>	

	<p>-Show relationships of theories and research on gender, and sexuality in fields such as (but not limited to) the arts, biology, business, communication and language studies, psychology, and sociology.</p> <p>-Examine the development of gender norms, identities, and roles as they are shaped by historical, political and social factors.</p> <p>-Study the history, contributions, and achievements of some iconic women.</p> <p>This course will be taught jointly by the Department of Women's Studies and the Department of French and Francophone Studies of Goa University.</p>	
<b>Content:</b>	<p><b>Module 1: Iconic Issues and Collective Women's Struggles</b></p> <p>-Why Herstory? A gender critique of history?</p> <p>- Feminism, Gender equality, Women's rights, National Organisation for women, Women's suffrage, Chipko movement, Anti-Arrack Movement,</p> <p><b>Module 2: Women Visionaries:</b> Whether driven by spiritual conviction or gender inequality, these activists and religious figures envisioned a different world.</p> <p>-Emmeline Pankhurst, Glorian Steinem, Harriet Tubman, Hellen Keller, Jan Addams, Kate Sheppard, Khadijah, Malala Yousafzai, Margaret Sanger, Mrinal Gore, Medha Patkar, Maria Montessori, Mary, Mother Teresa, Rosa Parks, Savitribai Phule, Shirin Ebadi, St. Teresa of Avila, St. Catherine of Sienna, Susan B. Anthony, Wangari Maathai, Rosa Luxemburg, Angela Davis, Maya Angelou, Oprah Winfrey, Bibi Fatima, Bibi Zainab</p> <p><b>Module 3: Women Leaders:</b> These iconic leaders refused to follow anyone.</p> <p>-Ameenah Gurib-Fakim, Angela Merkel, Bhanwari Devi, Benazir Bhutto, Catherine the Great, Cathy Freeman, Cixi, Cleopatra, Diana-princess of Wales, Eleonor of Aquitaine, Eleonor Roosevelt, Elizabeth I, Elizabeth II, Ellen Johnson, Eva Peron, Gro Harlem Brundtland, Golda Meir, Hatsheput, Hillary Clinton, Irena Sendlerowa, Indira Gandhi, Isabella I, Jacquotte Delahye, Julia Gillard, Jingu, Joan of Arc, Laxmibai, Margaret Thatcher, Marie-Antoinette, Michelle Obama, Phoolan Devi, Sirimavo Bandaranaike, Soong Mei-ling, Theodora, Victoria, Wuhou.</p> <p><b>Biopics:</b> The Iron lady- Margaret Thacher, Manikarnika - The Queen of Jhansi', Bandit Queen on Phoolan Devi.</p> <p><b>Module 3: Women Discoverers:</b> astronomers, explorers, and scientists who made groundbreaking discoveries on Earth and in the skies.</p> <p>- Ada Lovelace, Amelia Earhart, Barbara McClintock, Caroline Hershel, Dorothy Hodgkin, Elizabeth Blackwell, Florence Nightingale, Grace Hopper, Hypatia, Jane Goodall, Katherine Johnson, Lisa Meitner, Margaret Mead, Maria Mitchell, Marie Curie, Maryam Mirzakhani, Rachel Carson, Rosalind Franklin, Sacagawea, Valentina Tereshkova.</p> <p><b>Biopic:</b> Amelia, Marie Curie, Jane</p>	<p>10hrs</p> <p>15hrs</p> <p>15hrs</p> <p>10hrs</p>

	<p><b>Module 4: Women in the world of Sports:</b> The weaker sex? Not these female athletes who broke barriers, records, and quite a few stereotypes. - Alfonsina Strada, Amna Al Haddad, Ashley Foilek, Babe Didrikson Zaharias, Billie Jean king, Fanny Blankers, Jackie Joyner Kersee, Leila Lombardi, Mary Kom, Mia Hamm, Nadia Comaneci, Phogat sisters, Saraya-Jade Bevis, Serena Williams, Tonya Harding, Yusra Mardini</p> <p><b>Biopics:</b> Mary Kom, Fighting with my family- Saraya “Paige” Bevis, I, Tonya- Tonya Harding, Dangal by Phogal sisters</p> <p><b>Additional Biopics that may be used for discussions:</b>          Gunjan Saxena (an Indian Air Force combat pilot)          Neerja- Neerja Bhanot (airhostess)          On the basis of sex- Ruth Bader Ginsburg (Lawyer)          Official secrets- Katherine gun</p> <p><b>The listing above is indicative in nature and any other relevant support may be taken up for discussion.</b></p>	10hrs
<b><u>Pedagogy:</u></b>	Students will be introduced to the content through a series of interactive lectures, presentations, videos, biopics and quizzes. They are encouraged to read articles about the trailblazers.	
<b><u>References/Readings</u></b>	1. 100 women trailblazers <a href="https://www.britannica.com/explore/100women">https://www.britannica.com/explore/100women</a> 2. Ignatofsky, Rachel. <i>Women in Science: 50 Fearless Pioneers Who Changed the World</i> . Hachette Children's Group, 2017 3. Favilli, Elena and Cavallo, Francesca. <i>Stories for Rebel Girls, 100 tales of extraordinary women</i> . 4. Frazer, Antonia. <i>Warrior Queens</i> . Ottawa, 1988 5. De Beauvoir, Simone. <i>Le Deuxième Sexe, 1949</i> 6. Miles, Rosalind. <i>Who cooked the last supper? : The Women's History of the World</i> . Three Rivers Press (CA), 2001 7. Wollstonecraft, Mary. <i>A vindication of the rights of Women</i> . Johnson, 1796 8. Swaby, Rachel. <i>Head Strong: 52 Women who changed Science and the World</i> . Broadway Books, 2015 9. Butler, Judith. Sex and Gender in Simone de Beauvoir's Second Sex. In <i>Yale French Studies, No. 72, Simone de Beauvoir: Witness to a Century</i> pp. 35-49. Yale University Press, 1986. <a href="https://www.jstor.org/stable/2930225">https://www.jstor.org/stable/2930225</a>	
<b><u>Learning Outcomes</u></b>	By the end of the course, students will be able to: -identify the role of iconic women is shaping collective history, culture, science and sports. -understand the impact that gender—and to a lesser extent, race, social class, and age—has had, has, and will continue to have on women's and men’s experiences. -consider their own lives, as either males or females, in light of these perspectives, and critically engage with topics such as cultural and political values and norms.	

**Programme: B.A.**

**Course Code: UWOC 104**

**Title of the Course:** French Visual Culture through the gender perspective.

**Number of Credits: 4**

**Effective from AY: 2019-20**

<b>Prerequisites for the course:</b>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<b>Objective:</b>	<p>This course looks at centuries of representations of women in art in France across a range of media from the antiquity to the modern day. The course will consider the gender politics of women as subjects of representation, patrons of art, and as artists. The class will provide students with a strong museum-based background in painting, sculpture and material culture through close study of original works of art.</p> <p>Drawing on the unrivalled collections of the French national and municipal museums (Versailles, the Louvre, Château de Fontainebleau, Musée des arts décoratifs etc.), we will follow a broad historical progression, followed by analysis of a selection of famous works of art on the basis of themes, motifs, symbols and allegories.</p> <p>The aim of the course is to</p> <ul style="list-style-type: none"> <li>- understand the role that gender played in the history of visual art.</li> <li>- identify leading women patrons and artists</li> <li>- examine the changing social conditions and their impact on women who become artists and responses to the art of women</li> <li>- critically analyse, in writing and presentation, works of art related to about gender relationships</li> </ul> <p>This course will be taught jointly by the Department of Women's Studies and the Department of French and Francophone Studies of Goa University.</p>	
<b>Content:</b>	<p><b>1. Introduction and Theory</b></p> <ul style="list-style-type: none"> <li>-What Is Art/Visual Culture? Visual Essentialism and the Object of Visual Culture, Introduction to Art theory and Feminist Art</li> <li>- Women as objects of art and creators of art- Paintings, Sculptures, Tapestry, Sequential art, fashion, photographs</li> <li>- The artist and patrons: The changing status of the artist. Woman as patron and as consumer.</li> </ul>	15hrs
	<p><b>2. History of Visual Art</b></p> <ul style="list-style-type: none"> <li>- Gendered history of Art : From Antique to the present day</li> <li>- Tools for understanding art: Representation of Body, Atmospheric perspective, contrapposto, light and shadow etc</li> </ul>	15hrs
	<p><b>3. Themes, allegories and symbols in depictions</b></p> <ul style="list-style-type: none"> <li>-Gender relationships, Female fertility, motherhood, personification of gender-specific virtues, moralistic tendencies in the representations of</li> </ul>	30hrs

	<p>gender relation, Stereotypes eg. goddess like figures</p> <ul style="list-style-type: none"> <li>-Representing Female Rule: Portraits of Queens</li> <li>- Fashioning the Self, Living in a Material World</li> <li>-Female form as allegory : Fecund France, Revolution, liberty, motherland etc</li> </ul> <p><b>Analysis of a selection of famous works</b></p> <ul style="list-style-type: none"> <li>-<b>Paintings:</b> Catherine de Medici, Anne of Austria etc., -Madame de Pompadour by Boucher, La Joconde by Da vinci, Liberte guidant le peuple by Delacroix, Woman with a parasol by Monet, The Cup of Tea by Mary Cassatt, le dejeuner sur l’herbe and Olympia by Edouard Manet, The Absinthe Drinker by Degas, representation of woman, by Toulouse Lautrec, Picasso etc</li> <li>-<b>Sculptures :</b> Marianne, The statue of liberty by Bartholdi, Joan of Arc etc.</li> <li>-<b>Photographs</b> by Robert Doisneau, Edouard Boubat, Jeanloup Sieff etc.</li> <li>- <b>Sequential art</b> - Persepolis by Marjane Satrapi, cartoons by Claire Bretécher, Chantal Montellier, Anouck Ricard, Catel Muller etc.</li> </ul> <p>Besides the aforementioned, any other work of art may be taken up for study.</p>	
<b>Pedagogy:</b>	This course includes a blend of presentation and lectures using variety of multimedia tools. Students are encouraged to minutely observe works of arts in order to gain a better understanding of them.	
<b>References/ Readings</b>	<ol style="list-style-type: none"> <li>1. Gill Perry and Emma Barker: Gender and Art (Yale University Press, in association with the Open University, 1999) “Introduction,” 8-31.</li> <li>2. Linda Nochlin, “Why Have There Been No Great Women Artists?” Art News (January 1971): 22-39, 67-71.</li> <li>3. Guerilla Girls, “Introduction and Conclusion to the Guerilla Girl’s Bedside Companion to the History of Western Art,” in Amelia Jones, ed. The Feminism and Visual Culture Reader (Routledge, 2003), 349-353.</li> <li>4. Geraldine A. Johnson, “Pictures Fit for a Queen” Peter Paul Rubens and the Marie de Medici Cycle,” Art History 16:3 (September 1993): 447-6s9</li> <li>5. Shelia ffolliot, “Casting a Rival in the Shade: Catherine de Medici and Diane de Poitiers,” Art Journal 48:2 (Summer 1989): 138-43</li> <li>6. Melissa Hyde, “The Makeup of the Marquise,” Making up the Rococo: François Boucher and his Critics (Los Angeles: Getty, 2006), 107-138</li> <li>7. Rebecca Zorach, “Milk,” in Blood Milk Ink Gold: Abundance in the French Renaissance (University of Chicago Press, 2005), 83-135</li> <li>8. Melissa Hyde, “Women and the Visual Arts in the Age of Marie-Antoinette,” in Eik Kahng and Marianne Roland Michel, eds., Anne Vallayer-Coster, Painter to the Court of Marie-Antoinette (Dallas Museum of Art, in association with Yale University Press, 2002), 74-93</li> <li>9. Laura Auricchio, “The Laws of Bienséance and the Gendering of Emulation in Eighteenth-Century French Art Education” in Eighteenth-Century Studies 36:2 (Winter 2003): 231-240.</li> <li>10. Vigée-Lebrun, Self-Portrait w/ daughter Julie Paula Rea Radisich,</li> </ol>	

	<p>"Qui peut définir les femmes? Vigée-Lebrun's Portrait of an Artist," Eighteenth-Century Studies 25.4 (1992): 441-467</p> <p>12. Kathryn Norberg, "Goddesses of Taste: Courtesans and their Furniture in Late Eighteenth-Century Paris," in Dena Goodman and Kathryn Norberg, eds. Furnishing the Eighteenth Century: what furniture can tell us about the European and American past (Routledge, 2007), 97-114</p> <p>13. Nicholas Mirzoeff: What Is Visual Culture?</p> <p>14. Mieke Bal: Visual Essentialism and the Object of Visual Culture.</p>	
<b>Learning Outcomes</b>	<p>By the end of the course, students will be:</p> <ul style="list-style-type: none"> <li>- identify iconic works of art</li> <li>- familiar with key ideas in contemporary feminist visual culture</li> <li>- develop skills in close critical reading of images and texts</li> </ul>	

**Programme:** S.Y. B. A. (French)

**Course Code:** UWOC 105

**Title of the Course:** Women's writings from India and Francophone World.

**Number of Credits:** 4

**Effective from AY:** 2019-2020

<b><u>Prerequisites for the course:</u></b>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<b><u>Objective:</u></b>	<p>Women writers have influenced thinking around the world, but this was not always recognized until recently. This course in feminist fiction introduces the students to works by and about women from social and literary perspectives as it seeks to inform about gendered identities. More specifically, in this course students will learn how gender roles develop and change and how women's views of themselves are reflected in their writing.</p> <p>Students will study a selection of novels and/or short stories that focus on women's lives and reflect on what it means to be a woman and a feminist from various perspectives. The course will acquaint students with the culture of India, Goa, and Francophone region through the particular perspective of women.</p> <p>Discussion of readings will enable students to understand how women's literary expression has been shaped by history, culture, and their experiences, as well as see how they are addressing issues of gender in their respective societies.</p>	
<b><u>Content:</u></b>	<p><b>Module 1- Feminist Literary Theory</b></p> <p>History: First wave feminism, Second wave feminism, Third wave feminism, Fourth wave feminism, Post feminism.</p> <p>Ideologies and Movements: Anarchist, Socialist and Marxist, Radical, Liberal, Black, Third World, South Asian, Libertarian, Ecofeminism, Post structural and Post modern, Riot Grrrl, Contemporary Movements</p>	<p>15 hours</p> <p>15</p>



	<p><b>Module 2- Readings from ONE text by an Indian author</b></p> <ol style="list-style-type: none"> <li>1. <i>A River Sutra</i> by Gita Mehta</li> <li>2. <i>Interpreter of Maladies</i> by Jhumpa Lahiri</li> <li>3. <i>Women Writing in India 600 B.C. to the Present</i> by Susie Tharu, and K. Lalita. (selected short stories)</li> </ol> <p><b>Module 3- Readings from ONE text by a Goan author</b></p> <ol style="list-style-type: none"> <li>1. <i>Skin</i> by Margaret Mascarenhas</li> <li>2. <i>Monsoon</i> by Vimala Devi</li> <li>3. <i>The Salt of the Earth: Stories from Rustic Goa</i> by Jayanthi Naik.</li> </ol> <p><b>Module 3- Readings from ONE text by a Francophone author (In translation)</b></p> <ol style="list-style-type: none"> <li>1. <i>A Frozen Woman</i> by Annie Ernaux</li> <li>2. <i>The First Garden</i> by Anne Hebert</li> <li>3. <i>Pelagie: The Return to Acadie</i> by Antonine Maillet</li> </ol>	<p>hours</p> <p>15 hours</p> <p>15 hours</p>
Pedagogy:	Lectures, readings, discussions and class presentations with ICT tools.	
References/ Readings	<ol style="list-style-type: none"> <li>1. Maillet, Antonine. <i>Pelagie: The Return to Acadie</i>. Goose Lane Editions, 2004</li> <li>2. Tharu, Susie, and K. Lalita. <i>Women Writing in India 600 B.C. to the Present</i>. Oxford Univ. Press, 1995.</li> <li>3. Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Viva, 2018</li> <li>4. Ernaux, Annie. <i>A Frozen Woman</i>. Seven Stories Press, 1996</li> <li>5. Gonsalves Roanna- Sunita D'Souza goes to Sydney and other stories. <i>Speaking Tiger</i></li> <li>6. Hebert, Anne. <i>The First Garden</i>. House of Anansi Press Incorporated, 1990</li> <li>7. Devi, Vimala. <i>Monsoon</i>. (Translated by Paul Melo e Castro). Seagull Books, 2019</li> <li>8. Jayanthi Naik. <i>The Salt of the Earth: Stories from Rustic Goa</i>. (Translated by Augusto Pinto) Goa 1556</li> <li>9. Mehta, Gita. <i>A River Sutra</i>. Vintage, 1994</li> <li>10. Jhumpa Lahiri. <i>Interpreter of Maladies</i>. Houghton Mifflin Harcourt, 1999</li> <li>11. Mascarenhas, Margaret. <i>Skin</i>. Penguin Books, 2001</li> </ol>	
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>- analyse literary texts through the perspective of gender</li> <li>- understand the central points of a selection of feminist theory, and use it as a context for reading literary texts</li> <li>- understand the uses of writing in forming community for women.</li> <li>- demonstrate the ability to read carefully and express ideas effectively.</li> </ul>	