

**SYLLABUS AND PROGRAM OF STUDY
FOR
BS IN FRENCH STUDIES**



December 2019

**DEPARTMENT OF FRENCH LANGUAGE
NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD - PAKISTAN**

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BS IN FRENCH STUDIES (BSFR)

1. COURSE DESCRIPTION

1.1. Mission Statement of BSFR

The aim of the program is to offer learners the various concepts and their applications in the field of French literature, linguistics, didactics as well as translation and interpretation. This program will enable the learners to analyse and interpret these concepts in the respective fields.

1.2 Description

The proposed program of BS in French Studies has two 2 fields of specialization: French Literature (FL) and Linguistics and Didactics of French as Foreign Language (LDF). It is a four year degree program and consists of 54 courses (34 courses of 3 **Credit Hours or CH**; 14 courses of 1.5 CH; 6 Courses of 2 CH) with a total of 135 CH to be completed over a period of four years/eight semesters

The courses in BSFR range from **Foundation** to **Core Courses** from the learning of the French language to complex concepts and issues in the disciplines of French Literature, Linguistics and Didactics. The two specialization options along with 5 semesters (15 CH) of training in translation and interpretation skills give this degree program the flexibility to answer to the practical needs and aptitude of the learners, and enhance their employability in various fields.

Research is an essential component of BSFR program. In order to carry out assignments/presentations for each subject from 4th semester onwards the learner is introduced to the essential requirements of research done at the university level in the 4th semester (Research Methodology 3 CH). The learners write a research paper of 15,000 words in the 8th semester (Research Paper 3 CH). A Research Paper at the end of BSFR program emphasises the importance of research in Bachelor's program. This course also provides a strong base to the learners if they wish to proceed for research in MS/MPhil or/and PhD program.

NB: In addition, English, Islamic and Pakistan Studies, Mathematics and Information Technology are taught as **Compulsory Courses**. Besides, **General Courses** are a part of this program and include Techniques of written and oral expression; European history and civilisation, History of French literature, Translation and interpretation and finally 6 CH are dedicated to a foreign language learning in the 7th and 8th semesters (Spanish/Italian/German).

1.2. Mission Statement of BSFR majors in FL

This program aims at giving a deep theoretical and methodical formation that integrates and validates the acquired knowledge of French in the field of Literature. This formation is validated by a national degree with professional and research prospects. This degree is recognized as equivalent to French degree of “Master 1” and its purpose is to enable a student to proceed to France for higher education. This degree equally enables a student to work as French language teacher, travel guides, interpreters/translators or to work in enterprises or foreign missions where French is used for office purposes.

1.3. Mission Statement of BSFR majors in LDF

This program aims at giving a deep theoretical and methodical formation that integrates and validates the acquired knowledge of French in the fields of Linguistics and Didactics of Foreign Language. This formation is validated by a national degree with professional and research prospects. This degree is recognized as equivalent to French degree of “Master 1” and its purpose is to enable a student to proceed to France for higher education. This degree equally enables a student to work as French language teacher, travel guide, interpreter/translator or to work in enterprises or foreign missions where French is used for office purposes. With the new proposed program, the candidates opting for French Linguistics and Didactics of French as a Foreign Language shall have the additional professional capability to teach in any Linguistics Department in college or university level in Pakistan.

The teaching of BS in French Studies is grouped together in two parts:

- **Part 1:** From semesters 1 – 4, Common Course work for the 2 fields of specialization is offered to students of BS in French. Emphasis is laid on the building up of linguistic and cultural competence of students in the French language, culture and civilization. Language level at the end of 4th semester: B2.
- **Part 2:** It comprises of 4 semesters (semester 5 - 8). At this level two options are offered to candidates of BSFR:
 - BSFR majors in French Literature (FL)
 - BSFR majors in Linguistics and Didactics of French as Foreign Language (LDF)

- In semesters 7-8, scholars of BS program will learn a Minor Language for 3 CH in each semester. Total number of Minor language teaching: 108 hours of teaching which is equal to A1 level according to European Framework of language learning (CEFR).
- In the 8th semester, candidate will have to submit a Research Paper of 15000 words.

1.4. Marks Distribution

- 3 Credit Hrs. course will be marked on 100 marks for a semester with the following distribution:
 - Preliminary: 20
 - Mid-Term: 30
 - Final: 50
- Final Semester (8th semester): Research Paper is exempted from Preliminary and Mid-Term Exams.
- 1.5 Credit Hrs. course will be marked on 50 marks for a semester with the following distribution:
 - Preliminary: 10
 - Mid-Term: 15
 - Final: 25

1.5. General conditions for admission

- Either degree of FA/FSc/ O-levels is the pre-requisite for admission.
- The candidates selected for admission will be asked to complete DELF (Diploma of elementary studies in French) B2 and DALF C1/C2 (Diploma of advanced studies in French) during the course of their studies in BSFS.
- The candidates who fail to complete DELF B2 (Diploma of elementary studies in French) during the second year of their studies in BS in French shall be offered only Option 1: FDL (Linguistics and Didactics FFL) and shall not be recommended for Option 2: FL (French literature).

1.6. Distribution of Credit Hours (CH)

1.	Compulsory Courses (CC):	25 CH
2.	General Courses (GC):	24 CH
3.	Discipline specific Foundation courses (FC):	32 CH
4.	Major Courses (MC):	42 CH
5.	Electives within the Majors (EL):	12 CH

Total CH: 135 CH

2. SEMESTERWISE BREAKDOWN OF COURSES

2.1. 1st Semester (Level A1-A2)

Compulsory Courses (CC): 5 CH

Foundation Courses (FC): 13 CH

Total CH: 18

	Course Codes	Course Title	CH
1	FREN-101	English 1 (CC)	3
2	FRPS-102	Pakistan Studies (CC)	2
3	FRTC-121	Text Comprehension & Appreciation 1 (FC)	2
4	FRAG-122	Applied Grammar 1 (A1-A2 Level) (FC)	3
5	FRWS-123	Writing Skills 1 (FC)	2
6	FRSS-124	Speaking Skills 1 (FC)	3
7	FRLS-125	Listening Skills 1 (FC)	1.5
8	FRRS-126	Reading Skills (FC)	1.5
		TOTL HOURS	18

2.2. 2nd Semester (Level A2-B1)

Compulsory Courses (CC): 5 CH

Foundation Courses (FC): 13 CH

Total CH: 18

	Course Codes	Course Title	CH
1	FREN-103	English 2 (CC)	3
2	FRIS-104	Islamic Studies (CC)	2
3	FRTC-127	Text Comprehension & Appreciation 2 (FC)	2
4	FRAG-128	Applied Grammar 2 (A2 – B1 Level) (FC)	3
5	FRWS-129	Writing Skills 2 (FC)	2
6	FRSS-130	Speaking Skills 2 (FC)	3
7	FRLS-131	Listening Skills 2 (FC)	1.5
8	FRRS-132	Reading Skills 2 (FC)	1.5
		TOTL HOURS	18

2.3. 3rd Semester (Level B1-B2)

Compulsory Courses (CC): 6 CH

Foundation Courses (FC): 3 CH

General Courses (GC): 6 CH

Major Course (MC): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FREN-205	English 3 (CC)	3
2	FRIC-206	Introduction to Computers (CC)	3
3	FRWS-211	Techniques of Academic Writing and Speaking 1 (GC)	3
4	FRHC-212	European History and Civilization 1 (GC)	1.5
5	FRFL-213	History of French Literature 1 (GC)	1.5
6	FRLA-233	Language 1 (B1 Level) (FC)	1.5
7	FRLG-234	Introduction to linguistics 1 (FC)	1.5
8	FRTR-241	Translation 1 (MC)	3
		TOTL HOURS	18

2.4. 4th Semester (Level B2)

Compulsory Courses (CC): 6 CH

Foundation Courses (FC): 3 CH

General Courses (GC): 6 CH

Major Course (MC): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FREN-207	English 4 (CC)	3
2	FRRM-208	Research Methodology (CC)	3
3	FRWS-214	Techniques of Academic Writing and Speaking 2 (GC)	3
4	FRHC-215	European History and Civilization 2 (GC)	1.5
5	FRFL-216	History of French Literature 2 (GC)	1.5
6	FRLA-235	Language 2 (B2 Level) (FC)	1.5
7	FRLG-236	Introduction to linguistics 2 (FC)	1.5
8	FRTR-242	Translation 2 (MC)	3

	TOTL HOURS	18
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2.5. OPTION 1: LINGUISTICS & DIDACTICS OF FRENCH AS FOREIGN LANGUAGE (LDF)

2.5.1. 5th Semester in LDF

Compulsory Courses (CC): 3 CH
General Courses (GC): 3 CH
Major Course (MC): 6 CH
Electives within the Majors (EL): 3 CH
Total CH: 15

	Course Code	Course Title	CH
1	FRMT-309	Mathematics (CC)	3
2	FRTI-317	Translation & Interpretation 1(GC)	3
3	FRDF-343	Didactics of FFL¹ 1 (MC)	3
4	FRGL-344	Generative Linguistics 1 (MC)	3
5	FRCI-361	Cultural and Intercultural Approach in FFL 1 (EL)	3
		Total Credit Hours	15

2.5.2. 6th Semester – LDF

General Courses (GC): 3 CH
Major Course (MC): 9 CH
Electives within the Majors (EL): 3 CH
Total CH: 15

	Course Code	Course Title	CH
1	FRTI-318	Translation & Interpretation 2 (GC)	3
2	FRDF-345	Didactics of FFL 2 (MC)	3
3	FRGL-346	Generative Linguistics 2 (MC)	3
4	FRPM-347	Phonology & Morphology (MC)	3

¹ FFL: French as foreign language.

5	FRLT-362	Teaching of Literature in FFL (EL)	3
		Total Credit Hours	15

2.5.3. 7th Semester in LDF

General Courses (GC): 3 CH

Major Course (MC): 9 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRML-419	Minor Language 1 (Spanish/Italian/German) (GC)	3
2	FRDP-448	Discourse Analysis & Pragmatics1 (MC)	3
3	FRSP-449	Sociolinguistics & Psycholinguistics (MC)	3
4	FRRM-450	Research Methodology (MC)	3
5	FRBB-463	French for Business & Banking (EL)	3
6	FRTH-464	French for Tourism & Hotel Management (EL)	3
		Total Hours	15

2.5.4. 8th Semester in LDF

General Courses (GC): 3 CH

Major Course (MC): 12 CH

Electives within the Majors (EL): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FRML-420	Minor Language 2 (Spanish/Italian/German) (GC)	3
2	FRDP-451	Discourse Analysis & Pragmatics2 (MC)	3
3	FRDS-452	Didactics of FOS (MC)	3
4	FRFO-453	Teaching/Learning of FFL Online (TICE) (MC)	3
5	FRGS-465	Gender Studies (EL)	3
6	FRRP-499	Research Paper (MC)	3
		Total Hours	18

2.6. OPTION 2: FRENCH LITERATURE (FL)

2.6.1. 5th Semester in FL

Compulsory Courses (CC): 3 CH

General Courses (GC): 3 CH

Major Course (MC): 6 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRMT-309	Mathematics (CC)	3
2	FRTI-317	Translation & Interpretation 1(GC)	3
3	FRFN-343	French Novel 19 th Century (Romantics) - 1 (MC)	3
4	FRFT-344	French Theater from Middle Ages to 16 th Century - 1 (MC)	1.5
5	FRFP-345	French Poetry – Middle Ages (MC)	1.5
6	FRLC-361	Literary Criticism - 1 (EL)	1.5
7	FRST-362	Stylistics (EL)	1.5
		Total Hours	15

2.6.2. 6th Semester in FL

General Courses (GC): 3 CH

Major Course (MC): 9 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRTI-318	Translation & Interpretation 2 (GC)	3
2	FRFN-346	French Novel 19 th Century (Realism and Naturalism) 2 (MC)	3
3	FRFT-347	French Theater in the Classical Period - 2 (MC)	3
4	FRRS-348	French Poetry from the Renaissance Period to 18th Century 2 (MC)	3
5	FRLC-363	Literary Criticism - 2 (EL)	1.5
6	FRRH-364	Rhetoric (EL)	1.5

		Total Hours	15
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2.6.3. 7th Semester in FL

General Courses (GC): 3 CH
Major Course (MC): 9 CH
Electives within the Majors (EL): 3 CH
Total CH: 15

	Course Code	Course Title	CH
1	FRML-419	Minor Language 1 (Spanish/Italian/German) (GC)	3
2	FRFN-448	French Novel 20th Century - 3 (MC)	3
3	FRFT-449	French Theatre: 18th and 19th Century - 3 (MC)	3
4	FRRM-450	Research Methodology (MC)	3
5	FRLC-466	Literary Criticism - 3 (EL)	1.5
6	FRFP-467	French Poetry from the Renaissance Period to 19th Century 3 (EL)	1.5
		Total Hours	15

2.6.4. 8th Semester in FL

General Courses (GC): 3 CH
Major Course (MC): 12 CH
Electives within the Majors (EL): 3 CH
Total CH: 18

	Course Code	Course Title	CH
1	FRML-420	Minor Language 2 (Spanish/Italian/German) (GC)	3
2	FRFN-451	French Novel 20th Century - 4 (MC)	3
3	FRFT-452	French Theatre: 20th Century - 4 (MC)	3
4	FRFP-453	French Poetry in 20th Century (MC)	3
5	FRGS-465	Gender Studies (EL)	3
6	FRRP-499	Research Paper (MC)	3
		Total Hours	18

3. PROPOSED COURSE DESCRIPTION FOR 1ST YEAR BSFS



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3. COURSE DESCRIPTION 1ST YEAR BSFS

3.1. 1ST SEMESTER OF BSFS (Level A1-A2)

Compulsory Courses (CC): 5 CH

Foundation Courses (FC): 13 CH

Total CH: 18

	Course Codes	Course Title	CH
1	FREN-101	English 1 (CC)	3
2	FRPS-102	Pakistan Studies (CC)	2
3	FRTC-121	Text Comprehension & Appreciation 1 (FC)	2
4	FRAG-122	Applied Grammar 1 (A1-A2 Level) (FC)	3
5	FRWS-123	Writing Skills 1 (FC)	2
6	FRSS-124	Speaking Skills 1 (FC)	3
7	FRLS-125	Listening Skills 1 (FC)	1.5
8	FRRS-126	Reading Skills (FC)	1.5
		TOTL HOURS	18

3.1.1. Course: Text Comprehension & Appreciation 1 (FC)

Level: BSFS 1st Semester

Course Code: FRTC-121

3.1.1.1. Course Description

This course will use a variety of texts to develop first year students' writing skills. The texts cover topics related to different fields: introduction to one self, Hobbies, education etc. The course provides training and practice in writing beginners level texts; opportunities for reading and sharing of information; and the chance to select and read authentic and imaginative materials for pleasure and increased self-confidence. Its allow students to prepare themselves for written comprehension DELF A1/A2.

3.1.1.2. Course Objectives

This course helps students to improve their knowledge in French language and in written comprehension skills while building vocabulary necessary to understand current topics. Students will practice the basic writing skills that form the foundation for proper paragraph and short presentation.

3.1.1.3. Course Outcome

By the end of the course, students are expected to:

- Students are able to understand various reading texts
- Improve their vocabulary
- Read and interpret a text
- Express themselves by using appropriate grammatical structures
- Demonstrate writing skills
- Apply important reading techniques to academic texts
- To identify and summarize information
- Students are able to understand various reading texts
- Improve their vocabulary

3.1.1.4. Core texts

1. Mobile A1: Didier/Hachette, 2013
2. Compréhension écrite CLE International A1/A2.

3.1.1.5. Recommended Books

1. Ici A1, Clé International, 2014
2. Libre Echange 1: Didier/Hachette, 1990

3.1.1.6. Recommended websites

1. <https://www.bonjourdefrance.com › preparationDelf>
2. <https://www.bonjourdefrance.com/exercices/contenu/preparation-delf-a1-comprehension-ecrite-ii-dialogues-et-situations.html>
3. <https://www.french-exam.com/niveau-a1-comprehension-ecrite-online-test-3/>

3.1.1.7. Course Contents

Mid-Term: 30

Week 1: Leçon 1

La France, Terre de diversité

Objectifs: Identifier le lexique simple d'un texte.

Lexique : Pays, Nationalité, se présenter.

Week2 : Leçon 2

Nom, Prénom, Date de naissance.

Objectifs : Comprendre l'identité, états civil, les caractéristiques physiques.

Week 3 : Leçon 3 :

Un jour en France

Objectifs : Identifier les jours, les mois, les saisons et les caractéristiques d'un lieu.

Week 4 : Leçon 4 : La vie

Objectifs : Les relations : Famille, Amis.

Week 5 : Leçon 5 : A chaque âge ses plaisirs

Objectifs : Les goûts, les préférences, les souvenirs.

Week 6 : Leçon 6 : Mille et une familles

Objectifs : La famille, les liens de parenté, l'expression de l'opinion (1)

Week 7 : Leçon 7 : Que faire avec ou sans le Bac

Objectifs : Le vocabulaire de commentaire, les études supérieur, l'expression de l'opinion.

Week 8: REVISION

Final: 50

Week1: Leçon8:

On sort ce soir

Objectifs : Les sorties, les loisirs, les expressions de souhait

Week 2 : Leçon9 :

La maladie

Objectifs : Les maladies, le vocabulaire médical, le vocabulaire du commentaire.

Week3 : Leçon10 :

Les villes où on vit le mieux

Objectifs : La ville, les goûts et les préférences.

Week4 : Leçon 11

Partir à l'étranger

Objectifs : l'expression de l'opinion, le vocabulaire de la vie étrangère.

Week5 : Leçon 12 :

Les habillements

Objectifs : Les vêtements, les préférences vestiaire

Week 6: Leçon13 :

Mangez mieux, mangez bio

Objectifs : La sante, l'hygiène.

Week 7: REVISION

3.1.1.8. Assessment:

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.1.2. Course: Applied Grammar 1 (A1-A2 Level) (FC)

Level: BSFS 1st Semester

Course Code: FRAG-122

3.1.2.1. Course Description

In the 21st century, the world has become increasingly interconnected and interdependent, and proficiency in another language is a vital skill that gives you the opportunity to engage with the world, along with preparing you to compete and succeed in a global economy. Learning French enriches the mind and opens both professional and personal horizons. Grammar is considered the backbone of French language and mastering the grammar means you've mastered the language. This course aims to equip the student with A2 level French

grammar which he will be incorporating into his four basic skills- writing, reading, speaking and listening.

3.1.2.2. Course Objectives

This course aims to:

- help students attain French A2- Level with respect to Common European Framework of Reference for Languages (CEFR).
- help students use basic grammatical structures in various spoken situations.
- practice the grammar skills involved in writing sentences, short paragraphs and short essays
- help students pass the A2 level DELF exams.

3.1.2.3. Course Outcome

By the end of this course, students are expected to:

- understand the basic structures of the French language and use them in spoken and in written.
- recognize basic structures in written and spoken materials.
- pass the DELF A2 exam

3.1.2.4. Core texts

1. Mobile A1: Didier/Hachette, 2013
2. Grammaire 450 exercices - Niveau débutant - Cahier d'exercices, Clé International.
3. Les 350 Exercices – Grammaire, Hachette

3.1.2.5. Recommended Books

1. Contacts: Langue et culture françaises, CENGAGE Learning
2. Parole et pensée: Introduction au français d'aujourd'hui, Harper & Row

3.1.2.6. Recommended websites

1. <https://www.bonjourdefrance.com> › preparationDelf
2. <https://www.lepointdufle.net> › grammaire
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.1.2.7. Course Contents

Mid-Term: 30

Week 1: Masculine/Feminine Nouns; Personal Subject Pronouns; Difference b/w ‘C’est/ Il est’; Etre

Week 2: The verbs Etre and Avoir; Definite and indefinite articles; Descriptive adjectives (accord and placement) ; Forming Question (est-ce que... / qu’est-ce que c’est / qui)

Week 3: Conjugation of –er verbs in present tense; The verb ‘Aller’; Preposition of place (cities/ countries); Imperatives

Week 4: Introduction and conjugation of –re regular and irregular verbs e.g prendre, mettre, attendre, lire; The verb ‘Faire’; Prepositions (sur, sous, dans, devant, derrière)
Relative Pronouns (qui, que, où)

Week 5: Introduction and conjugation of –ir regular and irregular verbs in present tense;
Conjugation of –oir & -ir verbs; Difference between savoir and connaître

Week 6: Partitive articles; The near future tense (aller + infinitive)

Week 7: Possessive adjectives ; Demonstrative adjectives; Interrogative adjectives

Week 8: REVISION

Final: 50

Week 1: Recent past tense; Reflexive verbs

Week 2: Future tense of regular & irregular verbs

Week 3: Superlative and comparatives

Week 4: The pronouns ‘en’ and ‘y’

Week 5: Past tense of –er, -ir, -re verbs with auxiliary verb avoir

Week 6: Past tense with the auxiliary verb être

Week 7: Past tense of reflexive verbs

Week 8: REVISION

3.1.2.8. Assessment:

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.1.3. Course: Writing Skills 1 (FC)

Level: BSFS 1st Semester

Course Code: FRWS-123

3.1.3.1. Course Description

The learner develops the skill to be able to:

- understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts.
- cope with most of the situations that might arise on a trip to areas where the language is used.
- produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest.
- describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.
- write using basic expressions in short, simple texts.
- write basic, simple sentences leading to a paragraph.
- demonstrate limited control in writing of essential grammatical structures.
- write simple notes and short messages or very simple personal letter for example that of thanks.

3.1.3.2. Course Objectives

A learner should be able to:

- fill a form
- write one's cv

- describe oneself
- describe one's family
- describe the personality of someone
- give one's daily routine
- describe a place or a room
- write instruction for an appliance: electrical or manual
- write about one's future projects; about the family, political or professional life in future.

3.1.3.3. Course Outcome

At the end of course the learner is able to:

- write simple letters, sms, emails, greeting cards.
- write invitations and know how to refuse or accept invitations.
- fill in the forms, write covering letter to admission forms.
- describe oneself, family, people, places, etc.
- give instructions, ex: how an electrical appliance works; a recipe; directions; etc.
- write about future plans and projects.
- narrate events in past.
- give positive or negative opinion about something.

3.1.3.4. Core text

1. Mobile A1: Didier/Hachette, 2013
2. Libre Echange 1, Didier/Hachette, 1990

3.1.3.5. Recommended Books

1. Archipel, Niveau 1. Clé International, 1980.
2. Le nouvel espace, niveau 1, livre de l'élève, Hachette, 2002

3.1.3.6. Recommended Websites

1. <https://www.lepointdufle.net/penseigner/expression-ecrite-fiches-pedagogiques.htm>
2. <https://www.bonjourdefrance.com> › preparationDelf
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.1.3.7. Course Contents

Mid-Term: 30

Week 1: Myself and my family: name, age, profession, address, education, etc.

Week 2: Filling an admission form and writing a letter introducing oneself.

Week 3: Describing ones everyday life.

Week 4: Describing where we live and its rooms; classroom, etc.

Week 5: Invitation letter; Accepting or refusing the invitation.

Week 6: Writing SMS or emails telling one is late or change of plans; confirmation or cancellation of an appointment

Week 7: Write ones CV and motivational letter.

Week 8: Describing a picture: giving physical and psychological description of persons; description of places; etc.

Final: 50

Week 1: Instructions how to use an appliance; instructions for a colleague; explaining a recipe, etc.

Week 2: Giving future plans.

Week 3: Comparing two pictures, places or persons.

Week 4: Dialogue on the theme of sharing experiences about a trip during vacations; giving opinion, etc.

Week 5: Simple biography of a famous personality

Week 6: Describing a picture by using vocabulary for space, ex: a picture of a room, of a village square, a painting, etc.

Week 7: Write an email asking information about a course offered by a university, training workshop, a job offer, etc.

Week 8: Give a review of one's experience of language learning.

3.1.3.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.1.4. Course: Speaking Skills 1 (FC)

Level: BSFS 1st Semester

Course Code: FRSS-124

3.1.4.1. Course Description

This course is designed to develop the speaking skills of students in the French language. Emphasis is on pronunciation, stress, rhythm, and intonation patterns of Parisian French. Furthermore, this course will develop the student's language skills necessary to understand others and verbally express oneself academically, professionally and socially.

3.1.4.2. Course Objectives

This course aims to:

- develop communication skills and attain proficiency level of French A2-level according to CEFR
- help students communicate in real-life situations.
- help students express themselves verbally

3.1.4.3. Course Outcome

By the end of this course, students are expected to:

- understand spoken French at natural speed
- understand, give and share information in French

- engage in guided conversation
- converse in a culturally appropriate manner.

3.1.4.4. Core text

1. Mobile A1: Didier/Hachette, 2013
2. Libre Echange 1, Didier/Hachette, 1990
3. Ici A1 & A2, Clé International, 2014

3.1.4.5. Recommended Books

1. Archipel, Niveau 1. Clé International, 1980.
2. Le nouvel espace, niveau 1, livre de l'élève, Hachette, 2002

3.1.4.6. Recommended Websites

1. <https://www.lepointdufle.net/penseigner/expression-ecrite-fiches-pedagogiques.htm>
2. <https://www.bonjourdefrance.com › preparationDelf>
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.1.4.7. Course Contents

Mid-Term: 30

Week 1: Salutations; introducing oneself

Week 2: Describing oneself and others; Forming basic questions with “qu’est-ce que” and “est-ce que”; Use of intonation

Week 3: Talking about likes and dislikes; Uses of –er verbs in conversation

Week 4: Asking for stuff/articles; Asking and giving direction

Week 5: Asking for the price

Week 6: Talking about quantities (in the market)

Week 7: Using the near future tense to tell what one is going to do; Speaking into a microphone or digital recorder and listening back

Week 8: Describe one's daily routine

Final: 50

Week1: Telling one's future plans (use of future tense)

Week 2: Making an appointment/ reservations

Week 3: Inviting, accepting and refusing

Week 4: Asking and giving opinions

Week 5: Recounting past events

Week 6: Renting an apartment

Week 7: Giving orders/ instructions

Week 8: General discussions

3.1.4.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.1.5. Course: Listening Skills 1 (FC)

Level: BSFS 1st Semester

Course Code: FRLS-125

3.1.5.1. Course Description

This listening comprehension is geared towards FLE learners (adults or young adults) who are following a degree program BS 1 semester in French studies. It is designed to prepare students for the oral comprehension section of the DELF A1 and A2. Oral comprehension helps the learners to recognize, understand and use the French expressions. Understanding of

lexical and grammatical tools consolidates learners' understanding of the material. This course helps a learner in a non-native environment to get use to native accent.

3.1.5.2. Course Objectives

The course aims to help student to:

- understand common expressions and vocabulary which concerns a learner very closely. for example: myself, my family, shopping, my surroundings, work.
- understand the basics of simple and clear messages.
- understand simple oral document of introduction
- understand conversation: at airport/railway station/office etc.
- understand description of a place/person/ etc.
- understand narration of events
- understand virtual visit of a city
- understand news on radio or television

3.1.5.3. Course Outcomes

At the end of the course, a learner is able to:

- improve his/her listening skills and language competence.
- develop understanding of short texts containing features of authentic native-speaker speech.
- Develop listening confidence.
- Develop the ability to identify difficult sounds, words and phrases.
- Understanding unfamiliar words by using the context.
- Recognize the degree of informal or formal speech.
- Recognize different accents and speech patterns of native speakers.
- learn strategies to take notes.

3.1.5.4. Core text

1. Mobile A1: Didier/Hachette, 2013
2. Compréhension orale ,Niveau A1 .A2 . Compétences B1 CLE International

3.1.5.5. Recommended Books

1. Libre Echange 1, Didier/Hachette, 1990
2. Ici A1 & A2, Clé International, 2014
3. Archipel, Niveau 1. Clé International, 1980.

3.1.5.6. Recommended Websites

1. <https://www.lepointdufle.net/p/comprehensionaudio.htm>
2. <https://www.bonjourdefrance.com> › preparationDelf
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.1.5.7. Course Contents

Mid-Term: 15

Week 1: meeting people; identify an interlocutor.

Week 2: To get to know the other person; discover the interlocutor.

Week 3: Going out; telling time.

Week 4: everyday life; organize ones day; understand the daily life routine.

Week 5: To make a choice; understand different behaviors, intention and aspects of daily life.

Week 6: Understand the instructions; opinions.

Week 7: Renting an apartment; lodging; accommodation; recognizing material characteristics.

Week 8: Understand expressions of space; shifting from one place to another; etc.

Final: 25

Week 9: Settling down in a new environment; understanding the domestic environment; understanding directions.

Week 10: Shopping; doing groceries; understanding the notion of quantity.

Week 11: Reservation of a hotel room; of air, land or sea tickets; buying cinema tickets; asking questions relating to schedule, delays, cancellations of reservations, etc.

Week 12: Virtual visit of a city; monument; museum, etc.

Week 13: Travelling; excursions; discovering a city, etc.

Week 14: Getting information for transportation in a city; moving through an urban environment; etc.

Week 15: Restauration; placing orders in a restaurant and paying bills/tips; appreciation of different dishes; etc.

Week 16: Giving opinion; inviting someone; refusing/accepting an invitation; etc.

Week 17: Narrating an event; telling a story; etc.

Week 18: Interview of a celebrity; a journalist's report; etc.

3.1.5.8. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

3.1.6. Course: Reading Skills 1 (FC)

Level: BSFS 1st Semester

Course Code: FRRS-126

3.1.6.1. Course Description

French texts for beginners make the learner practice reading and comprehension. Practicing comprehension of written text in French improves both vocabulary and understanding of grammar and word order. The texts selected are designed to help develop the comprehension of a learner while giving him/her an evaluation of his/her progress.

Texts selected are prepared by experienced French teachers and are short and simple. The learner can find particular information easily recognizable in everyday documents. The texts, articles and conversations are brief and appropriate for the beginner level. These texts are accompanied by questions to be answered and/or multiple-choice quiz.

3.1.6.2. Course Objectives

This course aims to:

- help students understand small advertisements, prospectuses, menus and schedules and short personal letters.
- help students understand instructions in public places and instructions given on forms using basic grammatical structures.
- help students to be able to read job offers.
- help student to understand simple texts: stories; facts; advertisements and literary text.
- help student to read a text on tourism; festivals; travels; fashion; sports; biography of important persons; historical events; etc.

3.1.6.3. Course Outcome

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

- identify the type of text.
- distinguish main ideas from specific details.
- develop reading speed and build academic vocabulary.
- infer meanings of unfamiliar words by picking out contextual clues.
- summarize and paraphrase relevant information in a text.
- make difference between facts and opinions.
- make inferences and predictions based on comprehension of a text.

3.1.6.4. Core texts

1. Mobile A1: Didier/Hachette, 2013

3.1.6.5. Recommended Books

1. Parole et pensée: Introduction au français d'aujourd'hui, Harper & Row
2. Libre Echange 1: Didier/Hachette, 1990

3.1.6.6. Recommended websites

1. <https://www.bonjourdefrance.com> › preparationDelf
2. <https://www.lepointdufle.net>
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com> › liste-des-textes-fle

3.1.6.7. Course Contents

Mid-Term: 15

Week 1: Objectives: Texts on introduction, greetings, names of symbolic places understand simple Instructions, ex: fill a form of introduction and admission.

Week 2: Objectives: to ask questions of introduction; to tell about one's profession; talk about family and everyday activities, ex; Create an imaginary enterprise and present the project in the entrepreneurs' fair.

Week 3: Objectives: center of interest and preferences; describe how one is dressed; ask and give explanation; describe one's past times, ex: Get together of people according to their center of interest and to invite them for an exhibition.

Week 4: Objectives: Continuation: ex: Report on the existence of different social groups.

Week 5: Objectives: ask for and give price of something; indicate quantity; understand and give order in a restaurant; react to a positive or negative affirmation; understand and describe eating habits, ex: Organize a food festival to taste international specialties.

Week 6: Objectives: Continuation ex: From where does Marie buy her grocery?

Week 7: Objectives: to get information about housing; narrate a past event; express obligation, prohibition and goals, ex: Apartment sharing and contract of roommate

Week 8: Objectives: Continuation, ex: What do you do at home? Coexistence and living alone.

Final: 25

Week 1: Objectives: School, university and professional routine; everyday life in France and elsewhere; back to school seasons and vacations: Article on back to school season.

Week 2: Objectives: Continuation, ex: Ici et ailleurs : forum discussion « living in France or abroad ».

Week 3: Objectives: describe and question about a place; explain an itinerary, ex: Urban environment: Strasbourg and Bordeaux.

Week 4: Objectives: Continuation, ex: European Heritage Days.

Week 5: Objectives: Cultural activities; propose an outing; accept or refuse an invitation; give opinion, ex: France, land of festivals.

Week6: Objectives: professional communication; to give arguments; informatics know how, ex: You have a message & Happy employees.

Week 7: Objectives: Continuation, ex: History of enterprises and teleworking

Week 8: Objectives: Narration in past tense, ex: Life and resistance by Vercingetorix

3.1.3.8. Assessment:

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

3.2. 2nd SEMESTER OF BSFS (Level A2-B1)

Compulsory Courses (CC): 5 CH

Foundation Courses (FC): 13 CH

Total CH: 18

	Course Codes	Course Title	CH
1	FREN-103	English 2 (CC)	3
2	FRIS-104	Islamic Studies (CC)	2
3	FRTC-127	Text Comprehension & Appreciation 2 (FC)	2
4	FRAG-128	Applied Grammar 2 (A2 – B1 Level) (FC)	3
5	FRWS-129	Writing Skills 2 (FC)	2
6	FRSS-130	Speaking Skills 2 (FC)	3
7	FRLS-131	Listening Skills 2 (FC)	1.5
8	FRRS-132	Reading Skills 2 (FC)	1.5
		TOTL HOURS	18

3.2.1. Course: Text Comprehension & Appreciation 2 (FC)

Level: BSFS 2nd Semester

Course Code: FRTC-127

3.2.1.1. Course description

This course will use a variety of texts to develop first year students' writing skills. Its allow students to prepare themselves for written comprehension DELF B1/B2The course provides training and practice in reading college level texts; opportunities for reading and sharing of information. The course provides training and practice in academic level texts; opportunities for reading and sharing of information; and the chance to select and read authentic and imaginative materials for pleasure and increased self-confidence. The focus of this course will be on writing and reading instruction as integrally related skills. Students will study and practice reading comprehension in the context of the writing process with the goal of accelerating the pathway to the French reading writing requirements.

3.2.1.2. Course Objectives

This course helps students to improve their knowledge in French language and in written comprehension skills while building vocabulary necessary to understand current topics. Students will practice the b writing skills that form the foundation for proper paragraph and article writing.

3.2.1.3. Course Outcomes

By the end of the course, students are expected to:

- Students are able to understand various reading texts
- Improve their vocabulary
- Read and interpret a text
- Express themselves by using appropriate grammatical structures
- Demonstrate writing skills
- Apply important reading techniques to academic texts
- To identify and summarize information
- Students are able to understand various reading texts
- Improve their vocabulary

3.2.1.4. Core Texts

1. Mobile A1: Didier/Hachette, 2013
2. Compréhension écrite 1 - Niveau B/B1+, Clé International

3.2.1.5. Recommended Books

1. Libre Echange 2: Didier/Hachette, 1990
2. Le Nouveau Sans Frontières 2 - Livre de l'élève, Clé International

3.2.1.6. Recommended Websites

1. <http://www.delfdalf.fr/delf-b1-sample-papers.html>
2. <https://delfdalf.ch> › exemples-delf-niveau-b1
3. <https://www.ciep.fr> › delf-pro › exemples-sujets-b1
4. <https://www.french-exam.com> › DELF/DALF
5. <https://www.french-exam.com> › DELF/DALF › DELF B2
6. <https://padlet.com/profesoresafg/ce>
7. <https://www.bonjourdefrance.com> › preparationDelf

NB: The topics will cover according to the competences of grammar class.

3.2.1.7. Course Contents

Mid-Term: 30

Week 1: Objectives: ask and give explanation; welcome and meet people, ex: Opinions on music; interviews of young students about music; etc.

Week 2: Objectives: To give reason for refusing an invitation; to justify ones opinion; ex: Texts by l'Abbe Prevost and Jean Giraudoux.

Week 3: Objectives: To give ones point of view; to express ones wishes, desires or disagreement; ex: SOS racism; les restos du Coeur; generation gap; etc.

Week 4: Objectives: Continuation: ex: Secularism in France; burkini scandal; etc.

Week 5: Objectives: To narrate and give explanation about past events, ex: Extract from a Biography; from a literary work: Chateaubriand and Bachelard.

Week 6: Objectives: Continuation ex: Biography of a young financier; Boat race to the

West Indies.

Week 7: Objectives: to express and justify ones obligations, disapproval, acceptance, ex: Strange administrative letters; extract of Belle du Seigneur by Albert Cohen; etc.

Week 8: Objectives: Continuation, ex: French seen by Major Thomson by Pierre Daninos, etc.

Final: 50

Week 1: Objectives: Appreciate someone or something; give ones sentiments, opinion about a situation; ex: Two articles of Telerama about Delphine Seyrig; Charles de Gaulle speech extract from Memoire of a war; etc.

Week 2: Objectives: Continuation, ex: The fair sex; All together at the summit of 8,000 meters extract from Paris Match.

Week 3: Objectives: describe and question about a place and people; explain an itinerary, ex: A Quebecois living in France; a small accent and manner of speaking; etc.

Week 4: Objectives: Continuation, ex: Solitary crossing of Atlantic of the sail boat Figaro; extract from Around the world in 80 days by Jules Verne.

Week 5: Objectives: Question different causes (events; problems; climate; etc.) and prescribe solutions, ex: La Seine: Battle against pollution; Battle fields of the Greens; etc.

Week6: Continuation: Different point of views on ecology by J-M Pelt, J-Y Cousteau and R. Planck; Ecology and Language; etc.

Week 7: Objectives: to qualify ones thoughts, to express ones wishes; to express probability; Ex: Qualities of Florence Arthaud, the Sailor; le Grand Bleu, performance of a dolphin; etc.

Week 8: Objectives: to qualify ones opinions in debate; to express ones opinion in a debate; Ex: Point of views on immigration; Mixed marriages article of Le Nouvel Obs.; etc.

3.2.1.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.2.2. Course: Applied Grammar 2 (A2 – B1 Level) (FC)

Level: BSFS 2nd Semester

Course Code: FRAG-128

3.2.2.1. Course description

Applied grammar 2 is a continuation of the French A2-level grammar which will lead up to Level B1. This course will build on your existing skills in French and introduce you to new grammatical structures and vocabulary.

3.2.2.2. Course Objectives

The objective of this course is,

- to help students attain French B1- Level (intermediate level)with respect to Common European Framework of Reference for Languages (CEFR).
- being able to give notions of time, durations etc
- using grammatical structures in expressing oneself, argumentation, expressing judgments and opinions.

3.2.2.3. Course Outcomes

After completion of this course students will be able to:

- understand and use a wider range of French vocabulary and structures.
- communicate information, ideas and arguments more accurately in written and spoken French
- improve spoken and written accuracy
- develop academic learning skills needed to continue to higher-level learning.
- successfully pass the DELF B1exam.

3.2.2.4. Core Texts

1. Mobile A2: Didier/Hachette, 2013

2. Grammaire 450 exercices - Niveau Intermediaire - Cahier d'exercices, Clé International.
3. Les 350 Exercices – Grammaire 2, Hachette

3.2.2.5. Recommended Books

1. Contacts: Langue et culture françaises, CENGAGE Learning
2. Parole et pensée: Introduction au français d'aujourd'hui, Harper & Row

3.2.2.6. Recommended Websites

1. <https://www.bonjourdefrance.com> › preparationDelf
2. <https://www.lepointdufle.net> › grammaire
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.2.2.7. Course Contents

Mid-Term: 30

Week 1: Revision

Week 2: Passé Composé and Imparfait

Week 3: Continuation of Passé Composé and Imparfait

Week 4: Negation (ne... que, ne...nulle part, ne...aucun)

Week 5: Direct and Indirect objects. (COD/COI)

Week 6: Continuation of Direct and Indirect objects with tenses

Week 7: Subjunctive mood and its uses (subjunctive présent); Indicative mood or subjunctive mood Using verbs of opinion in negation

Week8: The past subjunctive construction and its uses

Final: 50

Week 9: Expressions of time

Week 10: Demonstrative Pronouns (followed by suffix, prepositional phrase, relative pronoun)

Week 11: The present conditional tense and its uses; forming a hypothesis

Week12: The past conditional tense and its uses.

Week 13: Possessive Pronouns

Week 14: Active/Passive voice

Week 15: Revision

Week 16: Revision

3.2.2.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.2.3. Course: Writing Skills 2 (FC)

Level: BSFS 2nd Semester

Course Code: FRWS-129

3.2.3.1. Course description

3.2.3.2. Course Objectives

A learner should be able to:

- write a simple and coherent text on subjects that are familiar or that interest him/her personally.
- write personal letters to describe experiences and impressions.
- express the essence of what he / she wishes in a comprehensible way.
- transmit simple information of immediate interest, highlighting what it considers most important.
- explain the main points of an idea or problem with sufficient accuracy.

- understand a wide range of language functions using their most common expressions in a neutral register.
- understand most significant differences between the customs, practices, attitudes, values and beliefs prevailing in the community concerned and those of its own community, and in researching the indices

3.2.3.3. Course Outcomes

A learner at the end of the course is able to:

- express himself/herself in simple coherent texts.
- write on topics which interest him/her in a comprehensible way.
- write personal letters describing his experiences and impressions.
- distinguish main ideas from the details
- choose the correct language register according to the context.
- understand the french cultural and social norms of writing formal and informal texts.
- paraphrase and summarize a text.
- write professional letters, motivational letters and letters expressing thanks or displeasure.

3.2.3.4. Core Texts

1. Mobile A2: Didier/Hachette, 2013
2. Rédiger un résumé, un compte rendu, une synthèse, Hachette.

3.2.3.5. Recommended Books

1. Libre Echange 2: Didier/Hachette, 1990
2. Le Nouveau Sans Frontières 2 - Livre de l'élève, Clé International
3. Ici A1 & A2, Clé International, 2014
4. Archipel, Niveau 2. Clé International, 1980.

3.2.3.6. Recommended Websites

1. <https://www.bonjourdefrance.com> › preparationDelf
2. <https://www.lepointdufle.net> ›
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.2.3.7. Course Contents

Mid-Term: 30

Week 1: a friendly letter or a journal entry describing an event or personal experiences

Week 2: describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans

Week 3: Telling someone about your visit to somewhere; Describing your new life in a new place

Week 4: Narrate a travel experience and describe the itinerary.

Week 5: Write an invitation to marriage; house warming party; etc.

Week 6: Write a formal letter of request, complaint, or asking information.

Week 7: Resume of text: article taken from a newspaper.

Week8: Resume of literary text or extract

Final: 50

Week 9: Write a dialogue from a text and a text from a dialogue.

Week 10: Express opinion on topics of social, cultural and ecological matters.

Week 11: To give arguments for taking position with respect to a topic of debatable nature.

Week12: Continuation from week 11.

Week 13: Express fear, reservations, obligations or wishes and desires.

Week 14: Resume of a short story.

Week 15: Describe a hypothetical situation or event.

Week 16: Give a review of the experience of language learned and its future prospects.

3.2.3.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.2.4. Course: Speaking Skills 2 (FC)

Level: BSFS 2nd Semester

Course Code: FRSS-130

3.2.4.1. Course description

The following course will build on and consolidate the language skill already acquired in the previous semester. It will involve the further development of spoken language skill i.e speaking, pronunciation, listening and comprehension.

3.2.4.2. Course Objectives

This purpose of this course is to:

- develop spoken fluency of students with prepared topics and vocabulary
- talk about the future and make hypotheses
- enrich the vocabulary in order to express impressions, intentions, opinions and judgments.

3.2.4.3. Course Outcomes

After successfully completing this course students will be able to:

- converse with ease and fluency in a culturally appropriate manner.
- discuss, express and understand intentions, opinions and judgments
- present organized spoken discourse on a given topic.

3.2.4.4. Core Texts

1. Mobile A2: Didier/Hachette, 2013
2. Libre Echange 2: Didier/Hachette, 1990
3. Le Nouveau Sans Frontières 2 - Livre de l'élève, Clé International

3.2.4.5. Recommended Books

1. Ici A1 & A2, Clé International, 2014
2. Archipel, Niveau 2. Clé International, 1980.

3.2.4.6. Recommended Websites

1. <https://www.lepointdufle.net/penseigner/expression-ecrite-fiches-pedagogiques.htm>
2. <https://www.bonjourdefrance.com> › preparationDelf
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.2.4.7. Course Contents

Mid-Term: 30

Week 1: General discussions; Ask about past events using passé composé

Week 2: Describing past events using passé composé and imparfait

Week 3: Talking about future plans

Week 4: To negate and give opposite opinion.

Week 5: Comparisons (comparez un voyage par avion et un voyage par bateau. Quels moyens de transport préférez-vous et pourquoi?)

Week 6: Sharing views and opinions (Est-il préférable de dépenser tout son argent ou au contraire de faire des économies? En faites –vous? Pourquoi?)

Week 7 : Present newspaper article

Week 8: Sharing views and opinions on any current event related to Pakistan or France using the present subjunctive tense.

Final: 50

Week 9: Argumentative debate among students (la femme au travail ou à la maison)

Week 10: Make a video and show in class (e.g university, Faisal Masjid, metro station, monal etc)

Week 11: Role playing

Week 12: If you went back in time, what year would you go to? / If you changed your name, what name would you choose? / If you were rich what would you do?

Week 13: Giving suggestions (qu'est-ce que l'administration de votre université devrait faire pour améliorer la vie des étudiants.)

Week 14: Giving opinions on a given topic(L'homme est en train de devenir esclave des nouvelles technologies.)

Week 15: Taking a Pakistani product and presenting/advertising it in French

Week 16: Taking any current event giving its cause and presenting solutions

3.2.4.8. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

3.2.5. Course: Listening Skills 2 (FC)

Level: BSFS 2nd Semester

Course Code: FRLS-131

3.2.5.1. Course description

This listening comprehension is geared towards FLE learners (adults or young adults) who are following a degree program BS 2nd semester in French studies. It is designed to prepare students for the oral comprehension section of the DELF B1. The program is designed to help learners recognize, understand and use of French expressions and the usage of lexical and grammatical tools.

3.2.5.2. Course Objectives

A learner should be able to:

- understand debates, arguments and different point of views.
- able to situate an oral document in time and space.
- distinguish the main ideas from the details.

- identify the theme of discussions in these documents.
- understand the usage of time markers, tenses and vocabulary while narrating a past event.
- differentiate between different levels/register of language.

3.2.5.3. Course Outcomes

At the end of the course, a learner is able to:

- identify core ideas in a debate, dialogue or speech.
- situate a past event in time and space.
- comprehend different ways to forward ones point of views, argument.
- understand the manner to disagree or agree to an opinion with subtlety.
- differentiate between varying levels of speech registers.

3.2.5.4. Core Texts

1. Mobile A2: Didier/Hachette, 2013
2. Compréhension orale ,Niveau 2 . Compétences B1 CLE International

3.2.5.5. Recommended Books

1. Libre Echange 2: Didier/Hachette, 1990
2. Ici A1 & A2, Clé International, 2014
3. Archipel, Niveau 2. Clé International, 1980.

3.2.5.6. Recommended Websites

1. <https://www.lepointdufle.net/penseigner/expression-ecrite-fiches-pedagogiques.htm>
2. <https://www.bonjourdefrance.com> › preparationDelf
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.2.5.7. Course Contents

Mid-Term: 15

Week 1: Professional life; seeking and employment; place actions in time and space and to understand time duration.

Week 2: To talk about one's career; ones future plans.

Week 3: Facing difficulties ; understand a complex conversation.

Week 4: Narrate past events; situate oneself in time and space; distinguish subtlety of causes.

Week 5: Narrate life of different people; describing people and events in past.

Week 6: Witness the complexities of a narrative text.

Week 7: Time at our disposal; to practice a sport; understand a dialogue and to understand the subtlety of different expressions.

Week 8: leisure time; to party; understand different shades of formal and informal speech and techniques of restraint in expressing ones opinions.

Final: 25

Week 9: to talk about cultural activities; recognize things and people mentioned.

Week 10: The world and myself; to live in a family; understand what to do and what what not to do.

Week 11: To speak about friends; understand the intentions and preferences of others.

Week 12: To understand others and the life around; to appreciate the subtlety of judgements.

Week 13: to get or spread information; communication; to perceive the subtlety in communications.

Week 14: To speak about media; to link different events.

Week 15: to understand the intentions of the speaker.

Week 16: to give arguments for or against an opinion, decision, etc.

Week 17: to have a debate on social matters: fashion; generation gap; role of science in our lives; influence of CCTV on our lives; etc.

Week 18: to agree or disagree with a point of view: Climate change; immigration; etc.

3.2.5.8. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

3.2.6. Course: Reading Skills 2 (FC)

Level: BSFS 2nd Semester

Course Code: FRRS-132

3.2.6.1. Course description

Reading skills in second semester need to be more polished, as students are starting to use tenses and grammar more extensively. Future and past tenses are added to the learning process. Therefore texts and complex sentences containing the conjugation of new tenses is used to practice them.

3.2.6.2. Course Objectives

The course aims to:

- enable students identify main ideas of longer texts and articles
- help them find specific information quickly
- make them distinguish between relevant and irrelevant information according to the purpose of reading
- enable them to recognize and interpret cohesive devices
- guide them distinguish between fact and opinion
- facilitate them to use grammar for various practical situations
- to be able to make a resume of a given text after reading the whole content

3.2.6.3. Course Outcomes

By the end of the course, students are expected to:

- read and interpret articles on different topics
- express themselves by using appropriate grammatical structures

- apply important reading techniques to academic texts
- to identify and summarize information
- tell the difference between tenses thus trying and making more complex sentences.
- understand the main points of clear standard speech on familiar subjects in work, school, leisure activities, etc.
- manage in most situations that come up when travelling in a region where the language is spoken.
- produce a simple and cohesive text on familiar subjects or subjects of personal interest.
- narrate an event, an experience or a dream;
- describe a desire or goal, and outline reasons or explanations behind a project or
- skimming, scanning, and inference / find specific and general information quickly
- distinguish between relevant and irrelevant information according to purpose for reading
- guess the meanings of unfamiliar words using context clues
- use the dictionary for finding out meanings and use of unfamiliar words

3.2.6.4. Core Texts

1. Mobile A2: Didier/Hachette, 2013
2. Libre Echange 2: Didier/Hachette, 1990

3.2.6.5. Recommended Books

1. Ici A1 & A2, Clé International, 2014
2. Archipel, Niveau 2. Clé International, 1980.

3.2.6.6. Recommended Websites

1. <https://www.lepointdufle.net/penseigner/expression-ecrite-fiches-pedagogiques.htm>
2. <https://www.bonjourdefrance.com> › preparationDelf
3. <https://www.francaisfacile.com>
4. <https://www.podcastfrancaisfacile.com>

3.2.6.7. Course Contents

Mid-Term: 15

Week 1: Objectives: ask and give explanation; welcome and meet people, ex:
Ne un jour de pluie by Joseph Perigot; etc.

Week 2: Objectives: To give reason for refusing an invitation; to justify ones opinion; ex:
Savoir refuser: text about the French culture and civilisation.

Week 3: Objectives: To give ones point of view; to express ones wishes, desires or
disagreement; ex: How the parents envisage their role by L'INSEE; etc.

Week 4: Objectives: Continuation: ex: Apres la fête by Joseph Perigot; etc.

Week 5: Objectives: To narrate and give explanation about past events, ex: Extract from Etre
quelque part by Chateaubriand.

Week 6: Objectives: Continuation ex: Comment on écrit l'histoire by Wolinski.

Week 7: Objectives: to express and justify ones obligations, disapproval, acceptance, ex:
Les folies de l'administration taken from L'Evenement du Jeudi; etc.

Week 8: Objectives: Continuation, ex: Le cachet de la poste fait mourir Amelie, an extract
from Liberation, etc.

Final: 25

Week 1: Objectives: Appreciate someone or something; give ones sentiments, opinion about
a situation; ex: L'abbe Pierre: l'insurge du Dieu by Pierre Lunel; etc.

Week 2: Objectives: Continuation, ex: Une victoire collective by Benoit Chamoux, etc.

Week 3: Objectives: describe and question about a place and people; explain an itinerary, ex:
A Quebecois living in France; a small accent and manner of speaking; etc.

Week 4: Objectives: Continuation, ex: Solitary crossing of Atlantic of the sail boat Figaro;
extract from Around the world in 80 days by Jules Verne.

Week 5: Objectives: Question different causes (events; problems; climate; etc.) and prescribe
solutions, ex: La pollution marine by A. Falco and Y. Paccalet; etc.

Week6: Continuation: Comment ne pas être écolo by Richard Planck; etc.

Week 7: Objectives: to qualify ones thoughts, to express ones wishes; to express probability;
Ex: Pourquoi ils aiment la mer by Olivier Kersauson; etc.

Week 8: Objectives: to qualify ones opinions in debate; to express ones opinion in a debate;
Ex: Les bandes ou le refus de l'integration taken from Le Nouvel Obs.; etc.

3.2.6.8. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

4.PROPOSED COURSE DESCRIPTION FOR 2ND YEAR BSFS



**DEPARTMENT OF FRENCH
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.
ISLAMABAD- PAKISTAN**

4. COURSE DESCRIPTION 2ND YEAR BSFS

4.1. 3RD SEMESTER OF BSFS (Level B1-B2)

Compulsory Courses (CC): 6 CH

Foundation Courses (FC): 3 CH

General Courses (GC): 6 CH

Major Course (MC): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FREN-205	English 3 (CC)	3
2	FRIC-206	Introduction to Computers (CC)	3
3	FRWS-211	Techniques of Academic Writing and Speaking 1 (GC)	3
4	FRHC-212	European History and Civilization 1 (GC)	1.5
5	FRFL-213	History of French Literature 1 (GC)	1.5
6	FRLA-233	Language 1 (B1 Level) (FC)	1.5
7	FRLG-234	Introduction to linguistics 1 (FC)	1.5
8	FRTR-241	Translation 1 (MC)	3
		TOTL HOURS	18

4.1.1. Course: Techniques of Academic Writing and Speaking 1 (GC)

Level: BSFS 3rd Semester

Course Code: FRWS-211

4.1.1.1. Course description

This course aims to familiarize a learner with the following aspects:

- Techniques of academic writing and speaking refer to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise.

- Characteristics of academic writing and speaking include a formal tone, a clear focus on the research problem under investigation, and precise word choice.
- Academic writing and speaking is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.
- Develop the capacity to conduct research according to international norms of research and academic paper writing.
- Develop the rhetoric and stylistic ability of students to express in written and oral forms.
- The objective of this course is to enable a student in professional oral and written communication in real life situations. These techniques aim at developing oral and written expressions with a view of their usage in French speaking environment and universities.
- Research tools that help people develop effective writing and speaking skills instill confidence and establish clear lines of communication.
- To gain familiarity with a phenomenon or to achieve new insights into it.

4.1.1.2. Course Objectives

A learner should be able to:

- develop and sharpen academic and professional writing and speaking skills and strategies in French.
- Communicate in writing and by speaking in academic, professional, and workplace settings.
- interact with fellow experts.
- build proficiency and confidence to write and speak in french.
- dedicate time and effort to improve reading, critical reasoning, and research skills.
- become effective writers and speakers by reading extensively and learning a variety of comprehension strategies;
- speak and attend to how others comprehend our speech;
- build their vocabularies and pay attention to new words;
- question and critique text content, rhetorical structure, and authors' purposes;
- summarize, paraphrase, and quote effectively from authoritative sources;
- develop the capacity to conduct research according to international norms of research and academic paper writing.
- develop the rhetoric and stylistic ability to express in written and oral forms.

- cope with the professional requirement in oral and written communication in real life situations.
- develop oral and written expressions with a view of their usage in french speaking environment and universities.

4.1.1.3. Course Outcomes

At the end of this course a learner is able to:

- Demonstrate and apply knowledge of basic academic structure in writing and speaking, including introduction, body and conclusion;
- Demonstrate ability to write and speak for an academic audience
- Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles;
- Improve academic and idiomatic vocabulary;
- Identify effective writing and speaking techniques in his or her own work;
- Understand the theory and practice of various skills in French language.
- participate in an exchange of different situations of communication and capability of expressing one's ideas, one's point of view.
- Comprehend an oral or written document and the ability to take notes.
- Comprehend articles on specific domains with complex linguistic structure with identification of attitudes and implicit opinions
- Employ correct MLA or APA citation style, including parenthetical, in-text citation and works-cited pages.
- Evaluate sources for relevance and reliability
- Avoid plagiarism

4.1.1.4. Core texts

1. Cotentin-Rey, Ghislaine. (1995). *Le résumé, le compte rendu, la synthèse*. Paris: Cle international.
2. Denis Baril, Georges Antoniadis. (2002). *Techniques de l'expression écrite et orale*. Sirey.

4.1.1.5. Recommended Books

1. Jean-Marc Sebatier, (2012). *Prendre la parole en public, Efficacité Professionnelle*. Paris : Dunod.
2. Olivier Reboul. (1994). *Introduction à la rhétorique, Théorie et pratique*. Paris : PUF.

3. Rene Richterich et Nicolas Scherer. *Communication Orale et Apprentissage des Langues Pratique Pédagogique*. Paris : Hachette.
4. Collection Profil. Paris : Hatier.

4.1.1.6. Course Contents

Course outline for the 1st semester

Techniques of Written Expression:

- Revision of Resume writing.
- Techniques and practice of ‘compte-rendu’ professional and for university purposes.
- Techniques and practice of ‘synthese’ for professional and university purposes.
- Technique and practice of ‘Fiche de lecture’
- Writing technique of a report, of an exposé which is clear and well structured.
- Written: Structures in Language – History of words – Sense of words – Rhetoric - Summery – Synthesis of documents – Reviews on texts

Techniques of Oral Expression:

- Techniques and practice of oral presentations of different types: narrative; declarative; argumentative; descriptive; comparative; data based; or a mixture of any 2 or 3 of these types.
- Practice of audio-visual aids during the presentations.
- Oral: Simulation – Debate – Presentation

4.1.1.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.1.2. Course: European History and Civilization 1 (GC)

Level: BSFS 3rd Semester

Course Code: FRHC-212

4.1.2.1. Course description

The course includes the study of geographical as well as political, economic, demographic and intellectual development of Europe and France as well as the French speaking people

over the centuries. This course aims to familiarize a learner with a comprehensive knowledge of European and French political, social and literary history from Medieval times to present day.

4.1.2.2. Course Objectives

A learner should be able to:

- understand the French language and its usage in the European political and social backdrop.
- Understand that the socio-cultural and politico-cultural background of the French language will help to understand the present day status of the French language and that of France as a Nation State.

4.1.2.3. Course Outcomes

At the end of the course a learner is able:

- understand the socio-political evolution and development of Europe including France.
- better comprehend the background of present day relations between France and other European nations.
- comprehend the role enjoyed by France and the French language in the world today.
- understand the socio-cultural aspects of using the French language in its native land.

4.1.2.4. Core texts

1. Labrune, G., Toutain, PH., l'Histoire de la France, Nathan, Collection Repères Pratiques.
2. L'Histoire de l'Europe, Ed. Hachette éducation, 1994
3. Michel Fauquier, Une histoire de l'Europe, Paris, Rocher, 2018.

4.1.2.5. Recommended Books

1. COLLECTIF, Histoire de France - édition PUF (six tomes), PUF, "Quadrige Manuels", pages au total, 1996-2010. Gerald Simmons, La naissance de l'Europe, , Time-Life, 1978
2. Labrune, G, La Géographie de la France, Nathan, Collection Repères Pratiques, Paris

3. Mauchamp, N., La France d'aujourd'hui, Civilisation, Clé International, Paris, 1991
4. Philippe Conrad (dir.), Ce que nous sommes : aux sources de l'identité européenne, Paris, Institut Iliade-Pierre-Guillaume de Roux, 2018, 199 p.

4.1.2.6. Course Contents

Prehistory Europe

Ancient Europe

- Minoans and Mycenae 2700–1100 BC
- Early antiquity period
- Ancient Rome
- Late Antiquity and Migration Period

Post-classical Europe

- Byzantium
- Middle Ages

Early modern Europe

- Renaissance
- Exploration and trade
- Reformation
- Mercantilism and colonial expansion
- Crisis of the 17th century

4.1.2.7. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

4.1.3. Course: History of French Literature 1 (GC)

Level: BSFS 3rd Semester

Course Code: FRFL-213

4.1.3.1. Course description

The **history of literature** is the study of development of writings in different genres such as prose, poetry, criticism. All these genres satisfy aesthetic needs, enlightenment, and knowledge or are a mean of instruction to the people. The study of literary history helps a learner of a foreign language to develop the understanding of various literary techniques used in the oral or written communication. Thus a learner understands better the social, aesthetic, political, philosophical, scientific, ideological and economic evolution of a group of people, state or nation whose language he/she is learning. For this course a learner should be proficient in oral communication and writing.

4.1.3.2. Course Objectives

In this course a learner aims to:

- Develop the understanding of French literature, culture and civilization through the study of literary and philosophical movements according to their epochs.
- present diverse literary works thus developing in a learner an appreciation of their aesthetic qualities and insights into human experiences.
- acquire an understanding of the historical, and theoretical aspects of French literature.

4.1.3.3. Course Outcomes

At the end of the course a learner is able to:

- Understand the literary and cultural texts within the historical, geographical, and cultural contexts.
- apply critical appreciate literary and cultural texts in multiple genres.
- Identify and analyze the ideas, values, and themes in literary and cultural texts and understand the impact these ideas, values, and themes have on culture and society in the past and in the present day world.

4.1.3.4. Core texts

1. BRUNEL, P. BELLENGER, Y., *Histoire de la Littérature Française, du Moyen âge au XVIIIe siècle*, Bordas, Paris
2. ALAIN VAILLANT, *L'histoire littéraire*, Paris, Armand Colin, coll. « U », 2010
3. *Qu'est-ce que l'histoire littéraire?*, Presses universitaires de France, coll. « SUP.: Littératures modernes », 1987

4.1.3.5. Recommended Books

1. Michel Prigent (dir.), *Histoire de la France littéraire*, Presses universitaires de France, coll. « Quadrige », 2006
2. X.Darcos, *Histoire de la littérature française*, Hachette
3. Academie Des Inscriptions Et Belles-Lettres, *Histoire littéraire de la France*, Vols. 1-41. Paris, 1865-1981.

4.1.3.6. Course Contents

Le Moyen Âge

- Évolution de la langue française du Ve au XVe siècle
- La chanson de geste
- La littérature courtoise
- Le roman courtois
- La littérature bourgeoise

Le XVIe siècle

- Contes et nouvelles
- Roman
- Essais
- Poésie
- Théâtre
- Mémoires

Le XVIIe siècle

- La codification du langage
- Le Baroque
- Le Courant précieux
- Le Libertinage
- Le classicisme
 - Le théâtre classique
 - Le roman psychologique
 - La poésie
 - Les Fables de La Fontaine
 - Des essais
 - La presse
 - Les correspondances privées : épistoliers et épistolières

Le XVIIIe siècle

- La littérature d'idées : les Lumières
- Le théâtre

- Le roman
- La naissance de l'autobiographie moderne
- La poésie
- Autres genres du XVIIIe siècle

4.1.3.7. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

4.1.4. Course: Language 1 (B1 Level) (FC)

Level: BSFS 3rd Semester

Course Code: FRLA-233

4.1.4.1. Course description

In the 21st century, the world has become increasingly interconnected and interdependent, and proficiency in another language is a vital skill that gives you the opportunity to engage with the world, along with preparing you to compete and succeed in a global economy. Learning French enriches the mind and opens both professional and personal horizons. Grammar is considered the backbone of French language and mastering the grammar means you've mastered the language. This course aims to equip the student with B2 level French grammar which he will be incorporating into his four basic skills- writing, reading, speaking and listening.

4.1.4.2. Course Objectives

This course aims to:

- help students attain French B2- Level with respect to Common European Framework of Reference for Languages (CEFR).
- help students use advance grammatical structures in various spoken situations.
- practice the grammar skills involved in writing complex sentences, argumentative and comparative texts.
- help students pass the B2 level DELF exams.

4.1.4.3. Course Outcomes

By the end of this course, students are expected to:

- understand the advance and complex structures of the French language and use them in spoken and in written.
- recognize complex subordinate structures in written and spoken materials.
- pass the DELF B2 exam.

4.1.4.4. Core texts

1. Le Nouveau Sans Frontière 3, Clé international.
2. Grammaire 450 exercices - Niveau avance - Cahier d'exercices, Clé International.
3. Les 450 Exercices – Grammaire niveau avance, Hachette

4.1.4.5. Recommended Books

1. Grevisse, M. *Le Bon Usage*. Schoenhofs Foreign Books.
2. Grammaire progressive du français niveau avance, Clé International.

4.1.4.6. Course Contents

Mid-Term: 15

Week1: Adjectives and adverbs

Week 2: Future continuous

Week 3: Future perfect

Week 4: Future perfect continuous

Week 5: Mixed conditionals

Week 6: Modals of deduction and speculation

Week 7: Narrative tenses

Week 8: Passives

Final: 25

Week 1: Past perfect

Week 2: Past perfect continuous

Week 3: Phrasal verbs, extended

Week 4: Relative clauses

Week 5: Reported speech

Week 6: All forms of reported speech

Week 7: Accord of past participles in pronominal verbs

Week 8: Would expressing habits, in the past

4.1.4.7. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

4.1.5. Course: Introduction to linguistics 1 (FC)

Level: BSFS 3rd Semester

Course Code: FRLG-234

4.1.5.1. Course description

Linguistics is the scientific study of human language. It aims at studying the nature of human language, its history, its evolution, its structure as well as its relation with the socio-cultural, socio-political and socio-economic aspects of specific societies where the language under study is used.

4.1.5.2. Course Objectives

Develop the understanding of latest trends in linguistic theory and its applications and to acquire basic notions of Linguistics in general and its functional perspectives. Objective of this course is to enable students to understand language form, language meaning, and language in context.

4.1.5.3. Course Outcomes

Students are initiated into the study of descriptive linguistics and at the end of 3rd year of BSFS Program they have a basic knowledge of descriptive linguistics and can continue their studies in the different domains of the said field e.g. psycholinguistics, sociolinguistics, semantics, pragmatics, phonology, semiotics etc.

4.1.5.4. Core texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). Introduction à la linguistique contemporaine. Paris: Armand Collin.
2. Baylon, C. Fabre, P. (1975). Initiation à la Linguistique, Paris: Nathan.

4.1.5.5. Recommended Books

1. Martin, R. (2008). Comprendre la Linguistique. Paris: PUF.
2. Martinet, André (1996). Éléments de linguistique générale, 4e édition, Armand Colin.
3. Martinet, A. (2006). Eléments de la Linguistique Générale, 5e édition. Paris : Armand Colin.
4. Moeshler, J. (2006). Introduction à la Linguistique Contemporaine, 3e édition. Paris: Armand Colin.
5. Perrot, Jean. (1993). Linguistique, Presses Universitaires de France.
6. Saussure, Ferdinand de (1916, 1995). Cours de linguistique générale, Payot.
7. Zemmour, D. (2008). Initiation à la linguistique. Paris: Ellipses.

4.1.5.6. Course Contents

- ▶ Historical background
 - Linguistics and Grammar
 - Grammar and Grammars
 - Traditional Grammar
 - Domains of Linguistics and Grammar
- ▶ Structural Linguistics
 - Langage, langue et Parole
 - Linguistic Matter and Objects
 - Internal and External Linguistics
 - Diachronic And Synchronic Linguistics
 - Linguistic Sign
 - Arbitrariness of Linguistic Sign
 - Sign, Signifier, Signified
 - Syntagmatic and Paradigmatic Relations

4.1.5.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.1.6. Course: Translation 1 (MC)
Level: BSFS 3rd Semester
Course Code: FRTR-241

4.1.6.1. Course description

- Study of trends in French, English and Urdu translations
- Comparison of various theories
- Practice of Translation of Literary and journalistic texts

4.1.6.2. Course Objectives

To acquire the techniques of the translation and intensive practice of translation from French into English and Urdu and vice versa. The students thus instructed could enter the field of translation and interpretation in future.

4.1.6.3. Course Outcomes

At the end of this course, a learner is able to:

- translate simple texts taken from various sources.
- distinguish the difference in the linguistics structures of french, english and urdu.
- understand that word by word translation is not possible.
- rewrite the source text in the target language taking care of the register of the language and idiomatic phrases.

4.1.6.4. Core texts

1. Articles de presse pour la pratique de la Traduction en trois langues
2. Aspects Théoriques de la Traduction et la Pratique.
3. Oustinoff, M. (2009). *La Traduction*. Coll. Que sais-je, Paris: PUF.

4.1.6.5. Recommended Books

1. Chuquet, H. (1990). *Pratique de la Traduction, Anglais – Français*, Ophrys.
2. Hardin, G., *Translate, Manuel*, , Dunod,

4.1.6.6. Course Contents

Practice of translation using texts linguistically simple fabricated for the students of English, French or Urdu, etc. Translation is done from French to English/Urdu and vice versa.

4.1.6.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2. 4th Semester (Level B2)

Compulsory Courses (CC): 6 CH

Foundation Courses (FC): 3 CH

General Courses (GC): 6 CH

Major Course (MC): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FREN-207	English 4 (CC)	3
2	FRRM-208	Research Methodology (CC)	3
3	FRWS-214	Techniques of Academic Writing and Speaking 2 (GC)	3
4	FRHC-215	European History and Civilization 2 (GC)	1.5
5	FRFL-216	History of French Literature 2 (GC)	1.5
6	FRLA-235	Language 2 (B2 Level) (FC)	1.5
7	FRLG-236	Introduction to linguistics 2 (FC)	1.5
8	FRTR-242	Translation 2 (MC)	3
		TOTL HOURS	18

4.2.1. Course: Research Methodology (CC)

Level: BSFS 4th Semester

Course Code: FRRM-208

4.2.1.1. Course description

This course shall focus on an introduction to research methods (e.g. quantitative, qualitative, and mixed methods) and the preparation and refinement of research proposals. Course

contents shall include identification of research problems; formation of research hypotheses; a critical review of relevant research literature; and selection of appropriate research designs including: sampling procedures, piloting studies, methods of data collection, methods of data analysis, instrumentation and measurement, statistical techniques, and modes of analysis.

4.2.1.2. Course Objectives

This course aims to:

- Provide an in-depth knowledge of research ‘methods’ that shall later on become part of the research ‘methodology’ of researchers.
- Familiarize researchers with ‘methods’ to be employed in conducting their specific type of research.
- Get the know-how of the ‘instrument’ to be used in the selection and construction of research technique.
- Be able to carry out experiments, tests, surveys, etc.
- Enable the researchers to apply different investigation techniques.
- Sensitize them to discover solutions to research problems.

4.2.1.3. Course Outcomes

By the end of the course, students are expected to:

- Possess hand-on knowledge of the methods relating to data collection.
- Incorporate the processes of analyzing data, i.e. to identify patterns and establish a relationship between data and unknowns.
- Be familiar with the methods which are used to check the accuracy of the results obtained.
- Apply techniques and procedures during the course of studying research problems.
- Have the know-how of both qualitative and quantitative methods of performing research operations, such as survey, case study, interview, questionnaire, observation, etc.

4.2.1.4. Core texts

1. L’Art de thèse, La Decouverte.

4.2.1.5. Recommended Books

1. Williamson, Kristy (2017). Research Methods – Information, Systems and Contexts. Chandos Publishing.
2. Roy, Kumar Ajit (2018). A Guide to Research Methods for Beginners. Amazon Kindle.

4.2.1.6. Course Contents

Mid-Term: 30

Week One

Overview

- Who is a (re) searcher and what is (re) search?
- The role of research and research process.
- Research designs and research terminologies.

Week Two

Introduction

- Thinking like a researcher – understanding concepts, constructs, variables, and definitions.
- Research specific vocabulary.

Week Three

Basic concepts

- Philosophies and the language of research theory building
- Structuring and planning a research project.
- Ethical issues involved in research.

Week Four

Introduction to Research Methods

- Definition of Research Methods.
- Difference between Research Method (s) and Research Methodology.

Week Five

Categories of Research

- The three categories of research: exploratory, descriptive and causal.
- Where to be applied and why.

Week Six

Types of Research Methods

- Three main types of research methods: 1) observational, 2) case-study and 3) survey.

Week Seven

Types of Quantitative Research (1)

- Two of the four main types of quantitative research designs: 1) descriptive and 2) correlational.

Week Eight

- Types of Quantitative Research (2)

- Remaining two of the four types of quantitative research designs: 3) quasi-experimental and 4) experimental.

Week Nine

- *Mid-semester assessment.*

Final: 50

Week Ten

Types of Qualitative Research (1)

- Two of the four main types of qualitative research designs: 1) phenomenology and 2) ethnography.

Week Eleven

Types of Qualitative Research (2)

- Remaining two of the four main types of qualitative research designs: 3) grounded theory and 4) case study.

Week Twelve

Research Writing

- The why and what of research.
- Choice of topic – what is a good topic and how to ‘title’ it?
- Choice of supervisor – who is a good supervisor and why?

Week Thirteen

Research Strategy

- Organization, spadework, draft preparation.
- Setting and respecting timelines.
- Standard lay out of a research paper.

Week Fourteen

Guidelines for Quantitative Research

- Data collection techniques.
- Data analysis.
- Discussion and results.

Week Fifteen

Guidelines for Qualitative Research

- Selecting, critiquing and analyzing a text.
- Rules for citations.
- Theoretical underpinnings.

Week Sixteen

Project display

Week Seventeen

Paper presentation

Week Eighteen

End-Semester Exam

4.2.1.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2.2. Course: Techniques of Academic Writing and Speaking 2 (GC)

Level: BSFS 4th Semester

Course Code: FRWS-214

4.2.2.1. Course description

This course aims to familiarize a learner with the following aspects:

- Techniques of academic writing and speaking refer to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise.
- Characteristics of academic writing and speaking include a formal tone, a clear focus on the research problem under investigation, and precise word choice.
- Academic writing and speaking is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts.
- Develop the capacity to conduct research according to international norms of research and academic paper writing.
- Develop the rhetoric and stylistic ability of students to express in written and oral forms.
- The objective of this course is to enable a student in professional oral and written communication in real life situations. These techniques aim at developing oral and written expressions with a view of their usage in French speaking environment and universities.
- Research tools that help people develop effective writing and speaking skills instill confidence and establish clear lines of communication.
- To gain familiarity with a phenomenon or to achieve new insights into it.

4.2.2.2. Course Objectives

A learner should be able to:

- develop and sharpen academic and professional writing and speaking skills and strategies in French.
- Communicate in writing and by speaking in academic, professional, and workplace settings.
- interact with fellow experts.
- build proficiency and confidence to write and speak in french.
- dedicate time and effort to improve reading, critical reasoning, and research skills.
- become effective writers and speakers by reading extensively and learning a variety of comprehension strategies;
- speak and attend to how others comprehend our speech;
- build their vocabularies and pay attention to new words;
- question and critique text content, rhetorical structure, and authors' purposes;
- summarize, paraphrase, and quote effectively from authoritative sources;
- develop the capacity to conduct research according to international norms of research and academic paper writing.
- develop the rhetoric and stylistic ability to express in written and oral forms.
- cope with the professional requirement in oral and written communication in real life situations.
- develop oral and written expressions with a view of their usage in french speaking environment and universities.

4.2.2.3. Course Outcomes

At the end of this course a learner is able to:

- Demonstrate and apply knowledge of basic academic structure in writing and speaking, including introduction, body and conclusion;
- Demonstrate ability to write and speak for an academic audience
- Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles;
- Improve academic and idiomatic vocabulary;
- Identify effective writing and speaking techniques in his or her own work;

- Understand the theory and practice of various skills in French language.
- participate in an exchange of different situations of communication and capability of expressing one's ideas, one's point of view.
- Comprehend an oral or written document and the ability to take notes.
- Comprehend articles on specific domains with complex linguistic structure with identification of attitudes and implicit opinions
- Employ correct MLA or APA citation style, including parenthetical, in-text citation and works-cited pages.
- Evaluate sources for relevance and reliability
- Avoid plagiarism

4.2.2.4. Core texts

1. Cotentin-Rey, Ghislaine. (1995). *Le résumé, le compte rendu, la synthèse*. Paris: Cle international.
2. Denis Baril, Georges Antoniadis. (2002). *Techniques de l'expression écrite et orale*. Sirey.

4.2.2.5. Recommended Books

1. Jean-Marc Sebatier, (2012). *Prendre la parole en public, Efficacité Professionnelle*. Paris : Dunod.
2. Olivier Reboul. (1994). *Introduction à la rhétorique, Théorie et pratique*. Paris : PUF.
3. Rene Richterich et Nicolas Scherer. *Communication Orale et Apprentissage des Langues Pratique Pédagogique*. Paris : Hachette.
4. Collection Profil. Paris : Hatier.

4.2.2.6. Course Contents

Course outline for the 2nd semester

Techniques of Written Expression:

- Revision of Compte-rendu and Synthesis writing.
- Performing research 'methodically'.
- Reasoning for the choice of a method or technique.
- Technique of reviews of Biography / interview / case study / ethnography.
- Introduction to techniques of literature review.
- Technique and practice of writing introduction and conclusion
- Techniques of interpreting data.

Techniques of Oral Expression:

- Revision and practice of techniques and practice of oral presentations of different types: narrative; declarative; argumentative; descriptive; comparative; data based; or a mixture of any 2 or 3 of these types.
- Oral presentation of projects, reports and data collected.

4.2.2.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2.3. Course: European History and Civilization 2 (GC)

Level: BSFS 4th Semester

Course Code: FRHC-215

4.2.3.1. Course description

The course includes the study of geographical as well as political, economic, demographic and intellectual development of Europe and France as well as the French speaking people over the centuries. This course aims to familiarize a learner with a comprehensive knowledge of European and French political, social and literary history from Medieval times to present day.

4.2.3.2. Course Objectives

A learner should be able to:

- understand the French language and its usage in the European political and social backdrop.
- Understand that the socio-cultural and politico-cultural background of the French language will help to understand the present day status of the French language and that of France as a Nation State.

4.2.3.3. Course Outcomes

At the end of the course a learner is able:

- understand the socio-political evolution and development of Europe including France.
- better comprehend the background of present day relations between France and other European nations.
- comprehend the role enjoyed by France and the French language in the world today.
- understand the socio-cultural aspects of using the French language in its native land.

4.2.3.4. **Core texts**

1. Labrune, G., Toutain, PH., l'Histoire de la France, Nathan, Collection Repères Pratiques.
2. L'Histoire de l'Europe, Ed. Hachette éducation, 1994
3. Michel Fauquier, Une histoire de l'Europe, Paris, Rocher, 2018.

4.2.3.5. **Recommended Books**

1. COLLECTIF, Histoire de France - édition PUF (six tomes), PUF, "Quadrige Manuels", pages au total, 1996-2010. Gerald Simmons, La naissance de l'Europe, , Time-Life, 1978
2. Labrune, G, La Géographie de la France, Nathan, Collection Repères Pratiques, Paris
3. Mauchamp, N., La France d'aujourd'hui, Civilisation, Clé International, Paris, 1991
4. Philippe Conrad (dir.), Ce que nous sommes : aux sources de l'identité européenne, Paris, Institut Iliade-Pierre-Guillaume de Roux, 2018, 199 p.

4.2.3.6. **Course Contents**

From revolution to imperialism (1789–1914)

- Industrial Revolution
- Era of the French Revolution
- Napoleon
- Imperialism

1914–1945: Two World wars

- Great Depression: 1929–1939
- World War II

Cold War Era

Recent history

4.2.3.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2.4. Course: History of French Literature 2 (GC)

Level: BSFS 4th Semester

Course Code: FRFL-216

4.2.4.1. Course description

The **history of literature** is the study of development of writings in different genres such as prose, poetry, criticism. All these genres satisfy aesthetic needs, enlightenment, and knowledge or are a mean of instruction to the people. The study of literary history helps a learner of a foreign language to develop the understanding of various literary techniques used in the oral or written communication. Thus a learner understands better the social, aesthetic, political, philosophical, scientific, ideological and economic evolution of a group of people, state or nation whose language he/she is learning. For this course a learner should be proficient in oral communication and writing.

4.2.4.2. Course Objectives

In this course a learner aims to:

- Develop the understanding of French literature, culture and civilization through the study of literary and philosophical movements according to their epochs.
- present diverse literary works thus developing in a learner an appreciation of their aesthetic qualities and insights into human experiences.
- acquire an understanding of the historical, and theoretical aspects of French literature.

4.2.4.3. Course Outcomes

At the end of the course a learner is able to:

- Understand the literary and cultural texts within the historical, geographical, and cultural contexts.
- apply critical appreciate literary and cultural texts in multiple genres.
- Identify and analyze the ideas, values, and themes in literary and cultural texts and understand the impact these ideas, values, and themes have on culture and society in the past and in the present day world.

4.2.4.4. **Core texts**

1. Brunel, P. Bellenger, Y., *Histoire de la Littérature Française, XIXe et XXe siècles*, Bordas, Paris
2. Darcos, *Histoire de la littérature française*, Hachette

4.2.4.5. **Recommended Books**

1. Academie Des Inscriptions Et Belles-Lettres, *Histoire littéraire de la France*, Vols. 1-41. Paris, 1865-1981.
2. Prigent (dir.), *Histoire de la France littéraire*, Presses universitaires de France, coll. « Quadrige », 2006
3. *Qu'est-ce que l'histoire littéraire?*, Presses universitaires de France, coll. « SUP.: Littératures modernes », 1987
4. Vaillant, *L'histoire littéraire*, Paris, Armand Colin, coll. « U », 2010

4.2.4.6. **Course Contents**

Le XVIIIe siècle

- La littérature d'idées : les Lumières
- Le théâtre
- Le roman
- La naissance de l'autobiographie moderne
- La poésie
- Autres genres du XVIIIe siècle

Le XIXe siècle

- La poésie
 - Le romantisme
 - Le Parnasse
 - Les poètes de la fin du siècle
- Le théâtre
- Le roman

4.2.4.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2.5. Course: Language 2 (B1 Level) (FC)

Level: BSFS 4th Semester

Course Code: FRLA-235

4.2.5.1. Course description

In the 21st century, the world has become increasingly interconnected and interdependent, and proficiency in another language is a vital skill that gives you the opportunity to engage with the world, along with preparing you to compete and succeed in a global economy. Learning French enriches the mind and opens both professional and personal horizons. Grammar is considered the backbone of French language and mastering the grammar means you've mastered the language. This course aims to equip the student with B2 level French grammar which he will be incorporating into his four basic skills- writing, reading, speaking and listening.

4.2.5.2. Course Objectives

This course aims to:

- help students attain French B2 to C1 Level with respect to Common European Framework of Reference for Languages (CEFR).
- help students use advance grammatical structures in various spoken situations.
- practice the grammar skills involved in writing complex sentences, argumentative and comparative texts.
- help students pass the B2 or C1 level DELF exams.

4.2.5.3. Course Outcomes

By the end of this course, students are expected to:

- understand the advance and complex structures of the French language and use them in spoken and in written.
- recognize complex subordinate structures in written and spoken materials.

- pass the DELF B2 exam.

4.2.5.4. Core texts

1. Le Nouveau Sans Frontière 3, Clé international.
2. Grammaire 450 exercices - Niveau avance - Cahier d'exercices, Clé International.
3. Les 450 Exercices – Grammaire niveau avance, Hachette

4.2.5.5. Recommended Books

1. Grevisse, M. *Le Bon Usage*. Schoenhofs Foreign Books.
2. Grammaire progressive du français niveau avance, Clé International.

4.2.5.6. Course Contents

- Futures (revision)
- Inversion with negative adverbials
- Mixed conditionals in past, present and future
- Modals in the past
- Narrative tenses for experience
- All Passive forms
- Phrasal verbs
- Wish/if only regrets

4.2.5.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

4.2.6. Course: Introduction to linguistics 2 (FC)

Level: BSFS 4th Semester

Course Code: FRLG-236

4.2.6.1. Course description

Linguistics is the scientific study of human language. It aims at studying the nature of human language, its history, its evolution, its structure as well as its relation with the socio-cultural, socio-political and socio-economic aspects of specific societies where the language under study is used.

4.2.6.2. Course Objectives

Develop the understanding of latest trends in linguistic theory and its applications and to acquire basic notions of Linguistics in general and its functional perspectives. Objective of this course is to enable students to understand language form, language meaning, and language in context.

4.2.6.3. Course Outcomes

Students are initiated into the study of descriptive linguistics and at the end of 3rd year of BSFS Program they have a basic knowledge of descriptive linguistics and can continue their studies in the different domains of the said field e.g. psycholinguistics, sociolinguistics, semantics, pragmatics, phonology, semiotics etc.

4.2.6.4. Core texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). Introduction à la linguistique contemporaine. Paris: Armand Collin.
2. Baylon, C. Fabre, P. (1975). Initiation à la Linguistique, Paris: Nathan.

4.2.6.5. Recommended Books

1. Martin, R. (2008). Comprendre la Linguistique. Paris: PUF.
2. Martinet, André (1996). Éléments de linguistique générale, 4e édition, Armand Colin.
3. Martinet, A. (2006). Eléments de la Linguistique Générale, 5e édition. Paris : Armand Colin.
4. Moeshler, J. (2006). Introduction à la Linguistique Contemporaine, 3e édition. Paris: Armand Colin.
5. Perrot, Jean. (1993). Linguistique, Presses Universitaires de France.
6. Saussure, Ferdinand de (1916, 1995). Cours de linguistique générale, Payot.
7. Zemmour, D. (2008). Initiation à la linguistique. Paris: Ellipses.

4.2.6.6. Course Contents

- ▶ *Structural and Cognitive Semantics*
 - Structural Semantics
 - Semic Analysis
 - Polysemy
 - Notion of Autonomy in Structural Semantics
 - Contextual Dependence of Meanings
 - Consequences of Autonomy in Semantics
 - Cognitive Semantics and Prototype
- ▶ *Categories, Functions and Grammatical Units*
 - Grammatical Categories
 - Criteria for the Definition of Grammatical Categories
 - Criteria for the Classification of Grammatical Categories
 - Categories, Sub-Categories and Selectional Restrictions
 - Grammatical and Semantic Functions
 - Grammatical Functions
 - Semantic Role of Grammatical Subject
 - Criteria for determining the Semantic Functions
 - Grammatical Units
 - Immediate Constituent Analysis

4.2.6.7. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

4.2.7. Course: Translation 2 (MC)

Level: BSFS 4th Semester

Course Code: FRTR-242

4.2.7.1. Course description

- Study of trends in French, English and Urdu translations
- Comparison of various theories
- Practice of Translation of Literary and journalistic texts

4.2.7.2. Course Objectives

To acquire the techniques of the translation and intensive practice of translation from French into English and Urdu and vice versa. The students thus instructed could enter the field of translation and interpretation in future.

4.2.7.3. Course Outcomes

At the end of this course, a learner is able to:

- translate simple texts taken from various sources.
- distinguish the difference in the linguistics structures of french, english and urdu.
- understand that word by word translation is not possible.
- rewrite the source text in the target language taking care of the register of the language and idiomatic phrases.

4.2.7.4. Core texts

1. Articles de presse pour la pratique de la Traduction en trois langues
2. Aspects Théoriques de la Traduction et la Pratique.
3. Oustinoff, M. (2009). *La Traduction*. Coll. Que sais-je, Paris: PUF.

4.2.7.5. Recommended Books

1. Chuquet, H. (1990). *Pratique de la Traduction, Anglais – Français*, Ophrys.
2. Hardin, G., *Translate, Manuel*, , Dunod,

4.2.7.6. Course Contents

Practice of translation using authentic documents: newspapers, literary text, journalistic papers, research papers, scientific papers, television/radio speeches etc. Translation is done from French to English/Urdu and vice versa.

4.2.7.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.PROPOSED COURSE DESCRIPTION FOR 3RD YEAR BSFS

OPTION 1: LINGUISTICS & DIDACTICS OF FRENCH AS FOREIGN LANGUAGE (LDF)



**DEPARTMENT OF FRENCH
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.**

ISLAMABAD- PAKISTAN
OPTION 1: LINGUISTICS & DIDACTICS OF FRENCH AS
FOREIGN LANGUAGE (LDF)

5.1. 5th Semester in LDF

Compulsory Courses (CC): 3 CH

General Courses (GC): 3 CH

Major Course (MC): 6 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRMT-309	Mathematics (CC)	3
2	FRTI-317	Translation & Interpretation 1(GC)	3
3	FRDF-343	Didactics of FFL² 1 (MC)	3
4	FRGL-344	Generative Linguistics 1 (MC)	3
5	FRCI-361	Cultural and Intercultural Approach in FFL 1 (EL)	3
		Total Credit Hours	15

5.1.1. Course: Translation & Interpretation 1(GC)

Level: BSFS 5th Semester

Course Code: FRTI-317

5.1.1.1. Course Description

- Interpreting and translation are two closely related linguistic disciplines. Translators work on written texts and interpreters translate orally.
- Study of trends in French, English and Urdu translations and interpretations.
- Comparison of various theories
- Practice of Translation of Literary and journalistic texts
- Practice of interpretation of oral documents

5.1.1.2. Course Objectives

² FFL: French as foreign language.

To acquire the techniques of the translation and intensive practice of interpretation from French into English and Urdu and vice versa. The students thus instructed could enter the field of translation and interpretation in future.

5.1.1.3. Course Outcomes

At the end of this course, a learner is able to:

- translate authentic texts taken from various sources.
- Interpret simple audio documents recorded and taken from various domains.
- distinguish the difference in the linguistics structures of french, english and urdu.
- understand that word by word translation is not possible.
- rewrite the source text in the target language taking care of the register of the language and idiomatic phrases.

5.1.1.4. Core Texts

1. Articles de presse pour la pratique de la Traduction en trois langues
2. Aspects Théoriques de la Traduction et la Pratique.
3. Oustinoff, M. (2009). *La Traduction*. Coll. Que sais-je, Paris: PUF.

5.1.1.5. Recommended Books

1. Chuquet, H. (1990). *Pratique de la Traduction, Anglais – Français*, Ophrys.
2. Hardin, G., *Translate, Manuel*, , Dunod,

5.1.1.6. Course Contents

Practice of translation and interpretation using authentic documents: newspapers, literary text, journalistic papers, research papers, scientific papers, television/radio speeches etc. Translation and interpretation is done from French to English/Urdu and vice versa

5.1.1.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.1.2. Course: Didactics of FFL 1 (MC)

Level: BSFS 5th Semester

Course Code: FRDF-343

5.1.2.1. Course Description

Didactics is a science of teaching and it includes teaching methods that consist of scientific approach of teaching in order to “engage the student’s mind”. Didactics covers both learning and teaching aspects.

5.1.2.2. Course Objectives

- The study programme of Didactics of Foreign Language offers a deeper understanding of the processes of foreign language teaching and learning.
- It develops and cultivates analytical abilities that are currently required in the area of education.
- The students will be acquainted with modern approaches to learning and teaching foreign languages on the basis of theoretical knowledge
- Need, Objectives, learning / teaching, competence etc...
- The interdisciplinary character of the didactics of foreign languages arises from Theories of Learning and their relations with the disciplines of reference (Linguistics, Applied Linguistics, Sociolinguistics, Psycholinguistics, culture studies, literature studies)

5.1.2.3. Course Outcomes

At the end of this course a learner is able to:

- acquire educational theories in order to analyse and interpret the issues related to the theory of school, the theory of curriculum and the theory of teaching.
- understand the process of language acquisition and is able to apply the theories of language acquisition for educational purposes.
- understand methodology of research in foreign language didactics.
- apply effectively research methods and procedures in foreign language didactics.
- develop a foreign language curriculum in line with modern didactic concepts and requirements of modern society in the field of language education.
- understand classical and modern linguistic disciplines, essential for understanding the foreign language didactics (pragmalinguistics, psycholinguistics, neurolinguistics, sociolinguistics)
- understand the relationships between culture and language.

5.1.2.4. Core Texts

1. Cuq et Gruca. Cours de didactique du francais langue etrangere et seconde. PUG.
2. Raphael Nataf, Le Niveau 2 Dans L'enseignement du Français Langue Etrangère, Pratique Pédagogique, Hachette.
3. Reboullet, A., Guide Pédagogique pour Professeur de Français Langue Etrangère, Pratique Pédagogique, Hachette, Paris, 1971

5.1.2.5. Recommended Books

1. Challe, O. (2002). *Enseigner le Français de Spécialité*, Paris, Economica.
2. Delattre, *Les Exercices Structuraux Pour Quoi Faire ?*, Pratique Pédagogique, Hachette
3. Francois, *L'enseignement et la Diversité des Grammaires*, Recherches / Applications, Hachette.
4. Gueunier, *Lecture des Textes et Enseignement du Français*, Recherches / Applications, Hachette.
5. Pioche, *Didactique du Vocabulaire Français*, Fac Linguistique, Nathan Université.

5.1.2.6. Course Contents

- History and origins of Didactics of FLE/FOS (French as a foreign language/French for specific purposes)
- Evolution of teaching methodologies of FLE/FOS
- Analysis of learners' needs/requirements
- Elaboration of teaching methodologies of FLE/FOS
- Didactics of evaluation and pedagogy of error analysis
- Role of teacher and class management

5.1.2.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.1.3. Course: Generative Linguistics 1 (MC)

Level: BSFS 5th Semester

Course Code: FRGL-344

5.1.3.1. Course Description

This course aims to introduce to learner the basic concepts of Generative grammar which is a theory of grammar, developed by Noam Chomsky in the 1950s, that is based on the idea that all humans have an innate language capacity. This approach discourages prescriptive rules and is interested in uncovering the foundational principals that guide all language production. The basic premise of this approach is that native speakers of a language can distinguish between grammatical or ungrammatical sentences, and that these judgments give insight into the rules governing the use of that language.

5.1.3.2. Course Objectives

This course aims to make a learner able to understand basic concepts of Generative Linguistics:

- Language is a psychological property of humans.
- Distinction between prescriptive and descriptive rules.
- How scientific method is applied to syntax.
- Differences between different kinds of data gathering: corpora and linguistic judgments.
- Distinction between competence and performance.
- The concept of Universal Grammar
- Distinguish between learning and acquisition

5.1.3.3. Course Outcomes

At the end of this course a learner will be able to:

- develop a clear understanding of why the generative modeling of language initiated by Noam Chomsky has become the dominant paradigm in modern linguistics.
- understand arguments relating to language acquisition, issues of language complexity and the poverty of the stimulus as foundations for a generative, modular approach to the modeling and scientific analysis of language.

5.1.3.4. Core Texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). *Introduction à la linguistique contemporaine*. Paris: Armand Collin,.
2. Moeshler, J. (2006). *Introduction à la Linguistique Contemporaine*, 3^e édition. Paris : Armand Colin.

5.1.3.5. Recommended Books

1. Baylon, C. Fabre, P. (1975). *Initiation à la Linguistique*, Paris: Nathan.
2. Chomsky, Noam. (1975). *Questions de sémantique*, Paris, Seuil.
3. Dubois-Charlier, F. et Leemen, D. *Comment s'initier à la Linguistique*, Paris : Larousse.
4. Lerot, Jacques. (1993). *Précis de linguistique générale*, Minuit.
5. Martinet, André (1996). *Éléments de linguistique générale*, 4^e édition, Armand Colin.
6. Mounin, Georges. (1971). *La Linguistique*, coll. *Clefs*, Paris, Éditions Seghers.
7. Perrot, Jean. (1993). *Linguistique*, Presses Universitaires de France.
8. Saussure, Ferdinand de (1916, 1995). Cours de linguistique générale, Payot.

5.1.3.6. Course Contents

- Generative grammar: General Concepts
- Structure of constituents and of sentence
- Movement of constituents
- Formal and logical semantics

5.1.3.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.1.4 Course: Cultural and Intercultural Approach in FFL 1 (EL)

Level: BSFS 5th Semester

Course Code: FRCI-361

5.1.4.1 Course Description

- Teaching language is closely based on cultural activity. Learning one or several languages leads to linguistic diversity and to cultural diversity. Learning linguistic and cultural diversity helps a learner to understand a new and a

different cultural reality and hence leads to tolerance of the other. It encourages cross-cultural communication. Teaching of the target language culture or cultures is essential for language learning, as it helps a learner to better understand the usage of the target language by its native speakers, its literature and socio-political culture. Language is a cross-cultural link that helps one to understand and to tolerate otherness with respect to one's culture. The future teacher of FL will understand that intercultural discourse induces questions as much about other cultures, about others, as about one's own culture. It is this mirroring process that forms the basis of the intercultural issue.

5.1.4.2 Course Learning Objective

From an intercultural perspective, a teacher of a foreign language (FL) will be able:

- To define and analyze the concepts of culture and interculturality.
- To understanding the place of interculturality in the teaching / learning of a FL.
- To design exercises to introduce cultural competence in the FL classroom in its four dimensions: cultivated culture, anthropological culture, media culture and historical culture
- To understand that "living together" in a "multi-cultural" world, one has to open up to others, to otherness, to dialogue.
- To develop students' plurilingual and pluricultural skills.
- To make the learner understand that the world in which they live is a world to be shared.
- To understand and identify the obstacles that can be encountered while teaching intercultural competence in a foreign language class.
-

5.1.4.3 Core Texts

1. Windmüller, F. (2011). *Français langue étrangère (FLE) : L'approche culturelle et interculturelle*. Paris : Belin.

5.1.4.4 Recommended Books

1. Abdallah-Preteceille, M. (1996). *Vers une pédagogie interculturelle*. Paris : Anthropos.
2. Zarate, G. (1986). *Enseigner une culture étrangère*. Paris : Hachette.

5.1.4.5 Course Contents

- Notions of “Cultural”, “Intercultural” and “Intercultural

Communication” in the teaching of a FL.

- Relationship of teaching of a FL and of a foreign culture.
- Methodology of cultural/intercultural learning in a FL class.
- Didactic and Pedagogical approach of cultural and intercultural teaching/learning: Linguistico-cultural, sociocultural, and intercultural approaches.

5.1.4.6 Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.2. 6th Semester – LDF

General Courses (GC): 3 CH

Major Course (MC): 9 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRTI-318	Translation & Interpretation 2 (GC)	3
2	FRDF-345	Didactics of FFL 2 (MC)	3
3	FRGL-346	Generative Linguistics 2 (MC)	3
4	FRPM-347	Phonology & Morphology (MC)	3
5	FRLT-362	Teaching of Literature in FFL (EL)	3
		Total Hours	15

5.2.1. Course: Translation & Interpretation 2 (GC)

Level: BSFS 6th Semester

Course Code: FRGR-362

5.2.1.1. Course Description

- Interpreting and translation are two closely related linguistic disciplines. Translators work on written texts and interpreters translate orally.
- Study of trends in French, English and Urdu translations and interpretations.
- Comparison of various theories

- Practice of Translation of Literary and journalistic texts
- Practice of interpretation of oral documents taken from specific domains: scientific, diplomatic; economic, agriculture, etc.

5.2.1.2. Course Objectives

To acquire the techniques of the translation and intensive practice of interpretation from French into English and Urdu and vice versa. The students thus instructed could enter the field of translation and interpretation in future.

5.2.1.3. Course Outcomes

At the end of this course, a learner is able to:

- translate authentic texts taken from various sources.
- Interpret authentic audio documents recorded and taken from various domains.
- distinguish the difference in the linguistics structures of french, english and urdu.
- understand that word by word translation is not possible.
- rewrite the source text in the target language taking care of the register of the language and idiomatic phrases.

5.2.1.4. Core Texts

1. Articles de presse pour la pratique de la Traduction en trois langues
2. Aspects Théoriques de la Traduction et la Pratique.
3. Oustinoff, M. (2009). *La Traduction*. Coll. Que sais-je, Paris: PUF.

5.2.1.5. Recommended Books

1. Chuquet, H. (1990). *Pratique de la Traduction, Anglais – Français*, Ophrys.
2. Hardin, G., *Translate, Manuel*, , Dunod,

5.2.1.6. Course Contents

Practice of translation and interpretation using authentic documents: newspapers, literary text, journalistic papers, research papers, scientific papers, television/radio speeches etc. Translation and interpretation is done from French to English/Urdu and vice versa

5.2.1.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.2.2. Course: Didactics of FFL 2 (MC)

Level: BSFS 6th Semester

Course Code: FRDF-345

5.2.2.1. Course Description

Didactics is a science of teaching and it includes teaching methods that consist of scientific approach of teaching in order to “engage the student’s mind”. Didactics covers both learning and teaching aspects.

5.2.2.2. Course Objectives

- The study programme of Didactics of Foreign Language offers a deeper understanding of the processes of foreign language teaching and learning.
- It develops and cultivates analytical abilities that are currently required in the area of education.
- The students will be acquainted with modern approaches to learning and teaching foreign languages on the basis of theoretical knowledge
- Need, Objectives, learning / teaching, competence etc...
- The interdisciplinary character of the didactics of foreign languages arises from Theories of Learning and their relations with the disciplines of reference (Linguistics, Applied Linguistics, Sociolinguistics, Psycholinguistics, culture studies, literature studies)

5.2.2.3. Course Outcomes

At the end of this course a learner is able to:

- acquire educational theories in order to analyse and interpret the issues related to the theory of school, the theory of curriculum and the theory of teaching.
- understand the process of language acquisition and is able to apply the theories of language acquisition for educational purposes.
- understand methodology of research in foreign language didactics.
- apply effectively research methods and procedures in foreign language didactics.
- develop a foreign language curriculum in line with modern didactic concepts and requirements of modern society in the field of language education.

- understand classical and modern linguistic disciplines, essential for understanding the foreign language didactics (pragmalinguistics, psycholinguistics, neurolinguistics, sociolinguistics)
- understand the relationships between culture and language.

5.2.2.4. Core Texts

1. Cuq et Gruca. *Cours de didactique du français langue étrangère et seconde*. PUG.
2. Raphael Nataf, *Le Niveau 2 Dans L'enseignement du Français Langue Etrangère, Pratique Pédagogique*, Hachette.
3. Reboullet, A., *Guide Pédagogique pour Professeur de Français Langue Etrangère, Pratique Pédagogique*, Hachette, Paris, 1971

5.2.2.5. Recommended Books

1. Challe, O. (2002). *Enseigner le Français de Spécialité*, Paris, Economica.
2. Delattre, *Les Exercices Structuraux Pour Quoi Faire ?*, Pratique Pédagogique, Hachette
3. Francois, *L'enseignement et la Diversité des Grammaires*, Recherches / Applications, Hachette.
4. Gueunier, *Lecture des Textes et Enseignement du Français*, Recherches / Applications, Hachette.
5. Pioche, *Didactique du Vocabulaire Français*, Fac Linguistique, Nathan Université.

5.2.2.6. Course Contents

1. Structural/traditional methods :
 - Grammar-translation method
 - Audio-lingual or audio-visual method
2. Communicative approach
3. Actional approach/situational language teaching
4. Self-learning pattern
5. Online learning
6. Differences and similarities between mother language, second language and foreign language learning

5.2.2.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.2.3. Course: Generative Linguistics 2 (MC)

Level: BSFS 6th Semester

Course Code: FRGL-346

5.2.3.1. Course Description

This course aims to introduce to learner the basic concepts of Generative grammar which is a theory of grammar, developed by Noam Chomsky in the 1950s, that is based on the idea that all humans have an innate language capacity. This approach discourages prescriptive rules and is interested in uncovering the foundational principals that guide all language production. The basic premise of this approach is that native speakers of a language can distinguish between grammatical or ungrammatical sentences, and that these judgments give insight into the rules governing the use of that language.

5.2.3.2. Course Objectives

This course aims to make a learner able to understand basic concepts of Generative Linguistics:

- Language is a psychological property of humans.
- Distinction between prescriptive and descriptive rules.
- How scientific method is applied to syntax.
- Differences between different kinds of data gathering: corpora and linguistic judgments.
- Distinction between competence and performance.
- The concept of Universal Grammar.
- Distinguish between learning and acquisition.

5.2.3.3. Course Outcomes

At the end of this course a learner will be able to:

- develop a clear understanding of why the generative modeling of language initiated by Noam Chomsky has become the dominant paradigm in modern linguistics.

- understand arguments relating to language acquisition, issues of language complexity and the poverty of the stimulus as foundations for a generative, modular approach to the modeling and scientific analysis of language.

5.2.3.4. **Core Texts**

1. Auchlin, Antoine & Moeschler, Jacques. (2014). *Introduction à la linguistique contemporaine*. Paris: Armand Collin,.
2. Moeshler, J. (2006). *Introduction à la Linguistique Contemporaine*, 3^e édition. Paris : Armand Colin.

5.2.3.5. **Recommended Books**

1. Baylon, C. Fabre, P. (1975). *Initiation à la Linguistique*, Paris: Nathan.
2. Chomsky, Noam. (1975). *Questions de sémantique*, Paris, Seuil.
3. Dubois-Charlier, F.et Leemen, D. *Comment s'initier à la Linguistique*, Paris : Larousse.
4. Lerot, Jacques. (1993). *Précis de linguistique générale*, Minuit.
5. Martinet, André (1996). *Éléments de linguistique générale*, 4^e édition, Armand Colin.
6. Mounin, Georges. (1971). *La Linguistique*, coll. *Clefs*, Paris, Éditions Seghers.
7. Perrot, Jean. (1993). *Linguistique*, Presses Universitaires de France.
8. Saussure, Ferdinand de (1916, 1995). Cours de linguistique générale, Payot.

5.2.3.6. **Course Contents**

- Syntax
- Semantics
- Quantification
- Semantics of events

5.2.3.7. **Assignment**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.2.4. Course: Phonology & Morphology (MC)

Level: BSFS 6th Semester

Course Code: FRPM-347

5.2.4.1. Course Description

This course investigates the nature of speech sounds, the mechanisms of speech production and perception and the ways by which these sounds are classified into a fixed inventory of meaningful sounds, the phoneme inventory, by speakers of a language. Students will learn how to transcribe speech sounds using phonetic symbols (International Phonetic Alphabet or IPA). Students will compare and contrast the sound systems of a variety of languages. A particular focus of this course will be developing understandings of the relationship between speech and writing in a range of languages, including French. Morphology deals with the internal structure of words and their meaningful parts. The phonology and morphology course will be practical for the students as both are essential skills for the linguistic description and analysis of a language.

5.2.4.2. Course Objectives

This course aims to:

- help students learn basics of phonetics, phonology & morphology
- help them learn the mechanisms of speech production and perception
- help students transcribe speech sounds using IPA symbols
- help them understand internal structure of words and their parts

5.2.4.3. Course Outcomes

By the end of the course, students are expected to:

- transcribe speech sounds using phonetic symbols
- learn the mechanisms of speech production and perception
- classify the speech sounds into a fixed inventory
- analyze the form of linguistic units
- compare and contrast the sound systems of a variety of languages
- developing understandings of the relationship between speech and writing in a range of languages
- analyze the internal structure of words and their meaningful parts.

5.2.4.4. Core Texts

1. Brousseau (2001). *Phonologie et Morphologie du Français*, Collection Champs Linguistiques, Paris : Fides.

2. Duchet, J.-L., (1998). *La phonologie*, Paris: PUF, Que sais-je?, nouvelle éd.
3. Mross, Markus (2012). *Une petite introduction à la Morphologie*, Paris:ExamicusPublishing.

5.2.4.5. **Recommended Books**

1. De Carvalho, JoaquimBrandão; NGUYEN, Noël &WAUQUIER, Sophie (2010). *Comprendre la phonologie*, Paris: Presses Universitaires de France - PUF.
2. Eggs,Ekkehard &MORDELLET-ROGGENBUCK, Isabelle (2012). *Phonétique et phonologie du français*, Paris: De Gruyter.
3. Fradin, B., (2003).*Nouvelles approches en morphologie*, Paris:PUF.
4. Mel'čuk, Igor (1996). *Cours de Morphologie Générale*, Paris : Cnrs Editions.

5.2.4.6. **Course Contents**

1. Phonology

- Introduction to phonology
- Speech sounds
- Phones and phonemes
- Difference between phonetics and phonology
- Types of phonetics
- Phonation
- Articulation
- Organs of speech
- Points of articulation
- Modes of articulation
- International Phonetic Alphabet
- Transcription of consonants and vowels
- The articulation of vowel sounds
- Suprasegmentals
- Minimal pairs
- Syllables and Stress

2. Morphology

- Introduction to the morphology
- Morphemes
- Structure of Words
- Free morpheme vs bound morpheme

- Inflection, conjugation and declension
- Derivational morpheme vs inflectional morpheme
- Morpheme ordering
- Flexion, Composition and Derivation
- Word formation processes
- Lexeme, Morpheme and Allomorph
- Reduplication
- Compounding
- Borrowing
- Coinage
- Semantic change
- Grammatical categories

5.2.4.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

5.2.5. Course: Teaching of Literature in FFL (EL)

Level: BSFS 6th Semester

Course Code: FRLT-362

5.2.5.1. Course Description

Literature is an essential means for the transmission of a language and a culture. The universal dimension in terms of socio-psychological of literary texts, is likely to promote the opening of foreign language learners to other lifestyles. A learner of FL can access the expression of thought of native speakers more easily through the filter of literary texts. The knowledge of the world of literature leads a learner to break the mold of precepts, presumptions and blind generalization.

5.2.5.2. Course Learning Objectives

- To improve knowledge of modern and contemporary French culture and art.

- To know how to receive and analyze works of art and to contextualize them in French culture.
- To consider the implementation of these methods in the context of teaching of French as a foreign language.
- To know when and how to use literary texts in FL class.
- To know when to use complete text or extracts of literary texts and use these texts for what purpose, for whom and with which methodology.

5.2.5.3. **Core Texts**

1. Fievet M. (2013). *Littérature en classe de FLE*. Paris: Clé international.
2. Defays J.-M. et al. (2014). *La littérature en FLE: Etat des lieux et nouvelles perspectives*. Paris: Hachette

5.2.5.4. **Recommended Books**

1. Godard, A. (2015). *La littérature dans l'enseignement du FLE*. Paris: Didier.
2. TABAKI-IONA, F., PROSCOLLI, A. & FORAKIS, K. (2010). *La place de la littérature dans l'enseignement du FLE*. University of Athens.

5.2.5.5. **Course Contents**

- History of teaching of literature in FFL class: through different methodological currents, from "grammar-translation" to communication method.
- Theories of teaching literature in foreign language class.
- Different types of literary texts for different objectives.
- Methodology of teaching a literary text.
- Linguistic skills developed through teaching of literary texts.
- Literature and intercultural aspects

5.2.5.6. **Assignment**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.PROPOSED COURSE DESCRIPTION FOR 4TH YEAR BSFS

OPTION 1: LINGUISTICS & DIDACTICS OF FRENCH AS FOREIGN LANGUAGE (LDF)



**DEPARTMENT OF FRENCH
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.
ISLAMABAD- PAKISTAN**

**OPTION 1: LINGUISTICS & DIDACTICS OF FRENCH AS FOREIGN
LANGUAGE (LDF)**

6.1. 7th Semester in LDF

General Courses (GC): 3 CH

Major Course (MC): 9 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRML-419	Minor Language 1 (Spanish/Italian/German) (GC)	3
2	FRDP-448	Discourse Analysis & Pragmatics1 (MC)	3
3	FRSP-449	Sociolinguistics & Psycholinguistics (MC)	3
4	FRRM-450	Research Methodology (MC)	3
5	FRBB-463	French for Business & Banking (EL)	3
6	FRTH-464	French for Tourism & Hotel Management (EL)	3
		Total Hours	15

6.1.1. Course: Discourse Analysis & Pragmatics1 (MC)

Level: BSFS 7th Semester

Course Code: FRDP-448

6.1.1.1. Course Description

Pragmatics and discourse analysis are two interdisciplinary fields. Both aim to study language in communicative situations which are dependent on the context. Pragmatics, an extension of semantics, interprets the meaning of words, phrases and sentences in communicative situations keeping in view the interlocutors' identity, the situation in which they are interacting and the purpose of their interaction. Discourse analysis also studies meaning but on a wider scale. It is the study of language used in social life, which may include verbal interaction, non-verbal interaction, sign language, documents, etc.

6.1.1.2. Course Objectives

- Develop understanding and comprehension of different theoretical approaches used in the analysis of discourse

- Develop the skill to analyze the meta-linguistic features of language used in communicative situations such as the interlocutors' relationship, their choice of words, the topic of their interaction, their beliefs, their social status, life experiences, etc.
- Develop the ability to analyze different types of discourse situations: verbal interaction, nonverbal interaction, sign language, symbols, etc.
- Develop the ability to analyze the stylistic, linguistic and lexical structure of verbal and nonverbal interactions, articles, speeches, different types of documents, advertisements, etc.

6.1.1.3. Course Outcomes

Student should be able to:

- Analyze main discourse features and infer pragmatically the meaning of utterances in the context.
- apply contemporary theoretical approaches to discourse analysis.
- identify the contextual and pragmatic factors playing an instrumental role in the discourse coherence.
- analyze and critically interpret different types of texts.
- apply different theoretical approaches to discourse analysis.
- identify and interpret the different linguistic, lexical and phonological features of a verbal or nonverbal discourse.

6.1.1.4. Core Texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). Introduction à la linguistique contemporaine. Paris: Armand Collin.
2. Baylon, C. Fabre, P. (1975). Initiation à la Linguistique, Paris: Nathan.
3. Moeshler, J. (2006). Introduction à la Linguistique Contemporaine, 3e édition. Paris: Armand Colin.
4. Zemmour, D. (2008). Initiation à la linguistique. Paris: Ellipses.

6.1.1.5. Recommended Books

1. Austin, J. L. (1962). How to Do Things with Words. Cambridge: Harvard University Press.
2. Chomsky, Noam. (1975). Questions de sémantique, Paris, Seuil.
3. Grice, H. P. (Jul., 1957). Meaning. *The Philosophical Review*, Vol. 66, No. 3. pp. 377-388. Stable URL: <http://links.jstor.org/sici?sici=0031-8108%28195707%2966%3A3%3C377%3AM%3E2.0.CO%3B2-P>

4. Grice, H. P. (1975). Logic and Conversation.
<https://lawandlogic.files.wordpress.com/2018/07/grice1975logic-and-conversation.pdf>.
5. Perrot, Jean. (1993). Linguistique, Presses Universitaires de France.
6. Searle, John R. (1965). "What is a Speech Act?", in Max Black (ed.), Philosophy in America, Ithaca, N.Y.: Cornell University Press, 1965; London: Allen and Unwin, 1965.
7. 6. Searle, John R. (1975). Indirect Speech Acts.
8. Sperber, D.&Wilson, D.(2002). Relevance Theory. *UCL Phonetic and Linguistics*, pp. 249-287.
https://www.phon.ucl.ac.uk/publications/WPL/02papers/wilson_sperber.pdf.
9. Sperber, D. & Wilson, D. (2005) Pragmatics. In F. Jackson & M. Smith (eds.), Oxford Handbook of Philosophy of Language. (Oxford University Press).
<https://www.dan.sperber.fr/?p=117>.

6.1.1.6. Course Contents

- ▶ Verbal Communication and Inference
 - Verbal Communication
 - Code Model of Communication
 - Inferential Model of Communication
 - Inference in Logic and in Pragmatics
 - Non-Demonstrative Inference
 - Construction of Contextual Hypothesis
 - Difference between Semantics and Pragmatics
 - Vericonditional and Non-Vericonditional Aspects
 - Conventional and Non-Conventional Aspects of Meaning
- ▶ Speech Act Theory
 - Pragmatics and Speech Act Theory
 - History of Pragmatics
 - Theory of Speech Act
 - Speech acts: Constative and Performative
 - Distinction between Constative and Performative and different Speech Acts
 - The 'Locutionary', the 'Illocutionary' and the 'Perlocutionary' act
 - Classification of Illocutionary Acts by Austin
 - Speech Act Theory by J.R. Searle
 - Principle of Expressibility
 - Classification of Speech Act by J. Searle
 - Performative Hypothesis and Performativity
 - Speech Act Theory in the light of Cognitive Pragmatics

- ▶ Pragmatics by Grice
 - Principles of Pragmatics by Grice
 - Non-Natural Meaning
 - Principles of Cooperation and Conversational Maxims
 - Principle of Ockham's razor
 - Conversational and Conventional Implicatures
 - Conversational Implicatures
 - Identifying the Implicatures
 - Use and Exploitation of Conversational Maxims
 - Generalized and Particular Implicatures
 - Conventional Implicatures
 - Criteria for identifying Conversational and Conventional Implicatures
 - Difference between Presupposition and Implicatures
 - Difference between Logical Sense and Pragmatic Sense
- ▶ Relevance Theory
 - Principles of Relevance Theory
 - Generative Grammar and Pragmatics
 - Theory of Cognition and Pragmatics
 - Logical and Propositional Forms and Context
 - Principles of Relevance
 - Cognitive Effort and Effects
 - Interpretation of Utterances
 - Contextual Implications, “Implications” and “Explications”
 - Descriptive and Interpretative Usage

6.1.1.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.1.2. Course: Sociolinguistics & Psycholinguistics (MC)

Level: BSFS 7th Semester

Course Code: FRSP-449

6.1.2.1. Course Description

Linguistics is the scientific study of human language. It aims at studying the nature of human language, its history, its evolution, its structure as well as its relation with the socio-cultural, socio-political and socio-economic aspects of specific societies where the language under study is used.

6.1.2.2. Course Objectives

Develop the understanding of latest trends in linguistic theory and its applications and to acquire basic notions of Linguistics in general and its functional perspectives. Objective of this course is to enable students to understand language form, language meaning, and language in context.

6.1.2.3. Course Outcomes

Students are initiated into the study of descriptive linguistics and at the end of last two years of BSFLD Program they have a sound knowledge of descriptive linguistics and can continue their studies in the different domains of the said field e.g. psycholinguistics, sociolinguistics, semantics, pragmatics, phonology, semiotics etc.

6.1.2.4. Core Texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). *Introduction à la linguistique contemporaine*. Paris: Armand Collin.
2. Baylon, C. Fabre, P. (1975). *Initiation à la Linguistique*, Paris: Nathan.
3. Chomsky, Noam. (1975). *Questions de sémantique*, Paris, Seuil.

6.1.2.5. Recommended Books

1. Moeshler, J. (2006). *Introduction à la Linguistique Contemporaine*, 3e édition. Paris: Armand Colin.
2. Zemmour, D. (2008). *Initiation à la linguistique*. Paris: Ellipses.
3. Perrot, Jean. (1993). *Linguistique*, Presses Universitaires de France.

6.1.2.6. Course Contents

- ▶ *Sociolinguistics*
 - Introduction to Sociolinguistics
 - Definition of “Socio” in Sociolinguistics
 - Social Nature of Language

- Interdisciplinary Field of Study
- Theoretical Relation between Language and Society
- Contextualizing Sociolinguistic Practices
- Delimitation of the Field of Research
- Paradox of Contextualization
- Interpretative Contextualization

▶ *Psycholinguistics*

- Introduction to Psycholinguistics
- Language Learning
 - Problems in Language Learning
 - Critical Phases in Language Learning
 - Psycholinguistic Theories of Language Learning
- Speaking and Understanding
- Acquisition of Grammatical Structure and Rules
- Speech Organs and Sense of Hearing
- Theories of Production and Reception of Linguistic Messages
- Organization of Mental Lexicon
- Relationship between Grammatical Structure of a Language and Speech

6.1.2.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.1.3 Course: Research Methodology (MC)

Level: BSFS 7th Semester

Course Code: FRRM-450

6.1.3.1 Course Description

This course aims to introduce students to a number of research methods useful for academic and professional investigations of information, texts and technologies. It focuses on the different aspects of research problem, design and questions and on techniques for collecting and analyzing research data. The course also focuses on the analysis of research methodology and various empirical approaches. The students are

made aware of the applications, advantages and weaknesses of different methodologies based on qualitative and quantitative traditions. This knowledge helps to carry out research at various levels as well to assess the literature already published. Different research methods such as interviews, surveys and experiments shall be reviewed as well as the mixed method approaches. Review of case studies and participation of students as well shall be encouraged.

6.1.3.2 Course Learning Objectives

- To develop the student's ability to comprehend the basic problems in empirical research, the difficulty faced in the evaluation of reported research results, and the limitations of different scientific methods.
- To provide students with the tools and skills required to understand research terminology and assess published research.
- To identify different types of methods necessary for investigating different types of problems and questions.
- To develop research questions based on a critical assessment of existing research.
- To demonstrate an understanding of research design:
 - steps taken to select a research methodology;
 - the process of collecting data;
 - the process of analyzing and interpreting the data collected;
 - reporting of research results;
 - reporting of consequences of findings with respect to theory, research and practice.
- To describe and to interpret various statistical techniques, such as descriptive and inferential statistics.
- To demonstrate the skill in using the library and internet resources.
- To demonstrate the skill to identify peer reviewed empirical research articles.
- To be able to compare and contrast quantitative and qualitative research methods.
- To be able to report the process of data collection and the analysis techniques used during research.
- To develop an analytical thesis and perform systematic research and evaluate sources in support of that thesis.
- To be able to write a review of literature.
- To be able to write academic papers which respects the requirement of a particular discipline as well as the formatting requirements?
- To be able to understand the basic research concepts.
- To be able to manage time and other resources in order to complete the research in time and to attain the desired goals.
- To know well the ethical principles of research as well as the development and approval processes.
- To be able to identify various sources of information and to be able to analyze and synthesize the given information.
- To be able to plan and conduct quantitative and qualitative analysis.
- To be able to understand the value of deductive and inductive approaches to research.

- To be able to place the research conducted according to an existing stream of literature.

6.1.3.3 Recommended Readings

1. Beaud, M. (2006) *L'Art de la Thèse*. Paris, Grands Repères Guides.
2. Blanchet, A et Gotman, A., 2007 [1992], *L'enquête et ses méthodes. L'entretien*, Paris, A. Colin.
3. Blanchet, Ph., 2000, *Linguistique de terrain, méthode et théorie (une approche ethno-sociolinguistique)*, Rennes, Presses Universitaires de Rennes
4. Creswell, J.W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition, Sage.
5. Guidère, M. (2004) *Méthodologie de la recherche : Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales*. Paris, Ellipses.

6.1.3.4 Course Contents

- ▶ Introduction to the Scientific Method
 - Designing a Successful Research Project: Strategies, goals and planning
 - Role of literature and building on prior knowledge
 - Reading Strategies and Context Review
- ▶ Writing a Thesis or a Dissertation
 - Identifying the Purpose of Research
 - Research Question or Problem Statement
 - Generate questions and hypotheses
 - Research Plan and Organization
 - Applying Theories of Knowledge and Evidence
 - Reference: Bibliographie and Quotations
 - Practical Guide to writing a Thesis
 - Quotations, Footnotes, References
 - Charts, Tables, Graphs
 - Bibliography, Index, Annexe and Other Sources
 - Proof Reading, Titles, Pagination, Conclusions
 - Table of Contents and other Tables
 - Acknowledgement and Dedication
 - Binding, and Organization
- ▶ Writing a Thesis or a Dissertation (Cont.)
 - Reference Works Fundamentals
 - Managing the Research
 - Ethics in Research
- ▶ Basics in the Analysis of Research Data
 - Data Processing
 - Data Analysis and Presentation

- ▶ Research Design and Methods of Data Collection
 - Elements of Research Design
 - Measurement and Sampling
 - Statistics
 - Research Questions and Hypotheses
 - Sampling: Random and non-random
 - Variables
 - Measurement scales/kinds of data
 - Analyzing/representing data statistically
 - Descriptive statistics:
 - Frequencies, percentiles, normal curve
 - Measures of central tendency: mean, median, mode
 - Measures of variability: range and standard deviation
 - Correlation, t-tests, ANOVA
- ▶ Methods of Data Collection in Social Sciences
 - Qualitative Research Method
 - Characteristics, purposes and logic of inquiry in qualitative research
 - Data collection methods/fieldwork
 - Participant observation
 - Interviewing
 - Text records
 - Video and audio records
 - Data analysis (brief overview, not in depth discussion)
 - Pattern identification (themes, categories, domain analyses)
 - Discourse analyses of language data, including issues in transcribing records
 - Sample traditions/designs, for example, ethnography, case studies, grounded theory, narrative research, discourse analyses
 - Quantitative Research Method
 - Types of research designs: Experimental, Quasi Experimental and Non-Experimental
 - Definitions/characteristics of the design
 - Purposes and uses
 - Strengths and limitations of the design
 - Validity issues and threats
 - Reliability considerations
 - Mixed Research Methods
 - Social Survey Method
 - Evaluation Research

6.1.3.5 Assignement

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.1.4 Course: French for Business & Banking (EL)

Level: BSFS 7th Semester

Course Code: FRBB-463

6.1.4.1 Course Description

A branch of French as a Foreign Language (FFL), the French on Specific Objectives (FOS) is distinguished by certain characteristics that all teachers must know to provide this type of so-called specific course. Course of FOS is to develop teaching skills in professional French such as the creation of specific language course, adoption of methodology and evaluation of professional French. Developing a French course on Specific Objectives (FOS) is a complex task because it involves various investments: analyzing the needs of the public, collecting and selecting resources, developing educational scenarios in specialized areas.

6.1.4.2 Course Learning Objectives

- To become aware of the French corporate culture.
- To become aware of interculturality based on the trade codes specific to various countries.
- To become aware of commercial negotiation.
- To acquire lexicon related to the world of commerce.

6.1.4.3 Recommended Books

1. Penfornis, J-L. (2016). *Communication progressive du français des affaires niveau intermédiaire*. Paris : Clé International.
2. Danilo, M. & Penfornis, J-L. (1993). *Le français de la communication professionnelle*. Paris : Clé Internationale.

3. Truscott, S., Mitchell, M. & Tauzin, B. (2004). *Le Français à Grande Vitesse: Cours Intensif pour Débutants*. Paris : Hachette.

6.1.4.4 Course Contents

- Communication in business and banking
- Internal communication
- Administrative work
- Delivery, transport and insurance
- Billing and payment
- French Banking Terms

6.1.4.5 Assignement

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.1.5 Course: French for Tourism & Hotel Management (EL)

Level: BSFS 7th Semester

Course Code: FRTH-464

6.1.5.1 Course Description

A branch of French as a Foreign Language (FFL), the French on Specific Objectives (FOS) is distinguished by certain characteristics that all teachers must know to provide this type of so-called specific course. Course of FOS is to develop teaching skills in professional French such as the creation of specific language course, adoption of methodology and evaluation of professional French. Developing a French course on Specific Objectives (FOS) is a complex task because it involves various investments: analyzing the needs of the public, collecting and selecting resources, developing educational scenarios in specialized areas.

6.1.5.2 Course Learning Objectives

- Future teacher can teach the essential elements of administrative documents (passport, identity card) and customer messages.
- He / She can teach how to fill in usual business documents and write simple response emails to requests for information, confirmation or cancellation, in foreseeable situations.
- He / She can make a learner of FOS the essence of simple requests and short, predictable messages, face to face or on the phone in the most common reception situations.
- He / She can teach a learner how to book/organize a trip, indicate itinerary, do the hotel bookings, etc.
- He / She can teach a learner to perform professional communication tasks, both orally and in writing, in all standard situations in his or her professional environment, including those involving some management of the unexpected.

6.1.5.3 Recommended Books

1. Calmy, A-M. (2004). *Le Français du tourisme*. Paris : Hachette.
2. Danilo, M., Renner, H., Renner, U & Tempesta, G. (1992). *Le français de l'hôtellerie et de la restauration livre de l'élève*. Paris : Clé Internationale.
3. Dany, M. & Laloy, J-R. (1993). *L'hôtellerie et le tourisme*. Paris: Hachette.
4. Renner, H., Renner, U & Tempesta, G. (2005). *Le français du tourisme*. Paris : Clé Internationale.

6.1.5.4 Course Contents

- General definition of tourism and the tourist market
- Different types of tourism: business, health and leisure
- Personnel and the structure of a hotel and restaurant
- Reservations, confirmations and cancellations
- Receiving a client, informing a client, etc.
- Arranging a trip and an itinerary

6.1.5.5 Assignement

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.2 8th Semester in LDF

General Courses (GC): 3 CH

Major Course (MC): 12 CH

Electives within the Majors (EL): 3 CH

Total CH: 18

	Course Code	Course Title	CH
1	FRML-420	Minor Language 2 (Spanish/Italian/German) (GC)	3
2	FRDP-451	Discourse Analysis & Pragmatics2 (MC)	3
3	FRDS-452	Didactics of FOS (MC)	3
4	FRFO-453	Teaching/Learning of FFL Online (TICE) (MC)	3
5	FRGS-465	Gender Studies (EL)	3
6	FRRP-499	Research Paper (MC)	3
		Total Hours	18

6.2.1 Course: Discourse Analysis & Pragmatics 2 (MC)

Level: BSFS 8th Semester

Course Code: FRDP-451

6.2.1.1 Course Description

Pragmatics and discourse analysis are two interdisciplinary fields. Both aim to study language in communicative situations which are dependent on the context. Pragmatics, an extension of semantics, interprets the meaning of words, phrases and sentences in communicative situations keeping in view the interlocutors' identity, the situation in which they are interacting and the purpose of their interaction. Discourse analysis also studies meaning but on a wider scale. It is the study of language used in social life, which may include verbal interaction, non-verbal interaction, sign language, documents, etc.

6.2.1.2 Course Objectives

- Develop understanding and comprehension of different theoretical approaches used in the analysis of discourse
- Develop the skill to analyze the meta-linguistic features of language used in communicative situations such as the interlocutors' relationship, their choice of

words, the topic of their interaction, their beliefs, their social status, life experiences, etc.

- Develop the ability to analyze different types of discourse situations: verbal interaction, nonverbal interaction, sign language, symbols, etc.
- Develop the ability to analyze the stylistic, linguistic and lexical structure of verbal and nonverbal interactions, articles, speeches, different types of documents, advertisements, etc.

6.2.1.3 Course Outcomes

Student should be able to:

- Analyze main discourse features and infer pragmatically the meaning of utterances in the context
- apply contemporary theoretical approaches to discourse analysis
- identify the contextual and pragmatic factors playing an instrumental role in the discourse coherence
- analyze and critically interpret different types of texts
- apply different theoretical approaches to discourse analysis
- identify and interpret the different linguistic, lexical and phonological features of a verbal or nonverbal discourse

6.2.1.4 Core Texts

1. Auchlin, Antoine & Moeschler, Jacques. (2014). *Introduction à la linguistique contemporaine*. Paris: Armand Collin.
2. Baylon, C. Fabre, P. (1975). *Initiation à la Linguistique*, Paris: Nathan.
3. Moeshler, J. (2006). *Introduction à la Linguistique Contemporaine*, 3e édition. Paris: Armand Colin.
4. Zemmour, D. (2008). *Initiation à la linguistique*. Paris: Ellipses.

6.2.1.5 Recommended Books

1. Austin, J. L. (1962). *How to Do Things with Words*. Cambridge: Harvard University Press.
2. Chomsky, Noam. (1975). *Questions de sémantique*, Paris, Seuil.
3. Grice, H. P. (Jul., 1957). Meaning. *The Philosophical Review*, Vol. 66, No. 3. pp. 377-388. Stable URL: <http://links.jstor.org/sici?sici=0031-8108%28195707%2966%3A3%3C377%3AM%3E2.0.CO%3B2-P>

4. Grice, H. P. (1975). *Logic and Conversation*.
<https://lawandlogic.files.wordpress.com/2018/07/grice1975logic-and-conversation.pdf>.
5. Perrot, Jean. (1993). *Linguistique*, Presses Universitaires de France.
6. Searle, John R. (1965). "What is a Speech Act?", in Max Black (ed.), *Philosophy in America*, Ithaca, N.Y.: Cornell University Press, 1965; London: Allen and Unwin, 1965.
7. 6. Searle, John R. (1975). *Indirect Speech Acts*.
8. Sperber, D.&Wilson, D.(2002). *Relevance Theory. UCL Phonetic and Linguistics*, pp. 249-287.
https://www.phon.ucl.ac.uk/publications/WPL/02papers/wilson_sperber.pdf.
9. Sperber, D. & Wilson, D. (2005) *Pragmatics*. In F. Jackson & M. Smith (eds.), *Oxford Handbook of Philosophy of Language*. (Oxford University Press).
<https://www.dan.sperber.fr/?p=117>.

6.2.1.6 Course Contents

- ▶ Polyphony and Argumentation
 - Notion of Polyphony in Linguistics
 - Multivoicedness of the Speaking Subject
 - Notion of Polyphony by Bakhtine and Ducrot
 - Notion of Argumentation
 - Polyphony in Language
 - Difference between Speaking Subject, Speaker and Enunciator
 - Negation, Interrogation and Argumentation
 - Manifestations of Polyphony in Speech
 - Degree of Linguistic Integration of the conveyed discourse and the voice
 - Relationship between the Speaker and the Enunciator
 - Identity of the voice
 - Discursive Role of Polyphony
- ▶ Discourse and Coherence
 - Discourse: Domains and Objectives
 - Phrase, Utterance and Speech
 - Rules of Speech Sequences and Interpretation
 - Problem of Coherence
 - Notion of Cohesion
 - Anaphora and Deixis
 - Verb Tenses
 - Pragmatic Connectors

- Coherence and Interpretation of Speech
- ▶ Discourse Analysis and Interaction
 - Natural character of Verbal Interaction
 - Structure of Verbal Interactions
 - Public Image, place in Society and Territory
 - Organizational Dimensions of Interactions
 - Opening and Closing of Interactions
 - Rotation between the interlocutors' turn to speak: keeping or transference of turns
 - Interpersonal Relation between the Interlocutors and Negotiation of Place
 - Social Distance and Dominance: Horizontal and Vertical Axis
 - Negotiation of places
 - Organization of Speech
 - Linguistic, Textual and Situational Dimensions
 - Discourse Hierarchy
 - Exchange and Turn to Speak
 - Minimal Unit: Discursive Act
 - Maximal Unit: Exchange
 - Intermediate Unit: Intervention
 - Illocutionary and Interactive Relations
 - Study of examples of Discourse Analysis

6.2.1.7 Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.2.2 Course: Didactics of FOS (MC)

Level: BSFS 7th Semester

Course Code: FRDS-452

6.2.2.1 Course Description

The emergence of French on a specific objective (FOS) in the field of French as a foreign language (FLE) involves the learning situations in which people

need a competence in French in a rather urgent way and for a very precise reason. This is the case of adults who need French for professional reasons and it is this situation that will treat what is called the FOS. Defined as short-term training aimed at developing professional communication skills, the FOS's mission is to focus on content that is not mastered by the teacher, hence the need to get in touch with the actors professionals, to develop materials and to didactical educational activities. Thus, this course will investigate how to set up a customized French program, in a short time and with a much identified objective, from the communication situations that are those in which many people concerned (university students) can be located. In addition, the FOS approach aims at the constitution of a teaching material allowing to evaluate an action, a competence, starting from a certain objective and according to a number of criteria. An approach intended ultimately to respond to the real needs of the public in question and verify the acquisition of skills.

6.2.2.2 Course Objectives

This course aims to:

- help students learn basics of FOS.
- help them learn the mechanisms of speech production and perception
- help students transcribe speech sounds using IPA symbols
- help them understand internal structure of words and their parts

6.2.2.3 Course Outcomes

By the end of the course, students are expected to:

- acquire specific cultural and linguistic skills that meet the requirements of the professional environment.
- develop programs for a variety of audiences.
- identify the needs of the learning public
- analyze the lexicon of the specific field
- know the obstacles and issues of FOS evaluation.

6.2.2.4 Core Texts

1. Carras, C., Kohler, P., Sjlilagi, E.& Tolas, J. (2007). *Le français sur objectifs spécifiques et la classe de langue - Techniques et pratiques de classe*. Paris : Alinea.
2. Lehmann, D., 1993, *Objectifs spécifiques en langue étrangère*, Paris : Hachette.
3. Mangiante, J.M., Parpette, C., (2004), *Le Français sur Objectif Spécifique : de l'analyse des besoins à l'élaboration d'un cours*, Hachette.

6.2.2.5 Recommended Books

1. Beacco, J-C., (2007), *L'approche par compétences dans l'enseignement des langues*, Paris : Didier.
2. Bonniol, J-J. & Vial, M., (1997), *Les modèles de l'évaluation*. Bruxelles : De Boeck Université.
3. Cuq, J.P., Gruca, I., (2002), *Cours de didactique du français langue étrangère et seconde*, P.U.G..
4. Franic, I et Ruet, M., (2014), *Le français sur objectif universitaire du concept à la pratique*, Croatie : Université de Zagreb, FF presse.
5. Holtzer, G., 2004, *Du français fonctionnel au français sur objectifs spécifiques, Le Français dans le monde*, France :CLE international.
6. Vigner, G., Martin, A., (1976), *Le français technique*, Hachette/Larousse.

6.2.2.6 Course Contents

- Introduction au FOS
- Langue de spécialité
- Le lexique des langues de spécialité
- La syntaxe des langues de spécialité
- Les genres discursifs
- Langue et action
- Culture et F.O.S.
- Les apprenants de FOS
- Agent/Enseignant de FOS
- Méthodologie de FOS
- La tâche ou le projet
- Primauté des besoins/objectifs
- Les savoir-faire professionnels
- Le contexte socio-langagier en FOS
- Techniques d'enseignement en F.O.S.
- L'objet d'enseignement/apprentissage en F.O.S.
- Spécificité de l'évaluation en F.O.S.

6.2.2.7 Assignement

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.2.3 Course: Teaching/Learning of FFL Online (TICE) (MC)

Level: BSFS 8th Semester

Course Code: FRFO-453

6.2.3.1 Course Description

With the exponential development of the Internet and its uses in all areas of daily life, it is not surprising that language teachers are attracted by what we can see *a priori* as an inexhaustible reservoir of resources informative and communication tools. ICT (Information and Communication Technologies) *TICE* in French and multimedia allows the Internet to be placed among these new technologies. Two main types of Internet use, which are of our interest, are search for information on the one hand and communication tools on the other. This course aims at detailed classification of the various types of resources available on the Web where one will find - among other things - a very relevant distinction between didactic, general and educational resources. The use of ICT would therefore only be one more tool in the process of training learner autonomy, with the essential help of a teacher-tutor.

6.2.3.2 Course Learning Objectives

- The learner will understand language teaching based on the task-based language learning and teaching adopting an approach purely linguistic or even notional / functional approaches.
- To be able to use and integrate digital technology in his/her teaching methodology as the modes of access to knowledge, production and dissemination of knowledge concerning the target FL.
- To be able to use with ease intertextual routes, that integrate texts, still and animated images.
- To be able to simultaneously present written, sound and images in ICT documents in order to promote learning and provide a cultural dimension as well.
- To be able to use video production activities in order to stimulate the development of oral and written skills in the foreign language and encourage the learner to use material, social and linguistic resources not available in the classroom.
- To be able to develop lessons/programs using ICT that can be used in class as well as online.

6.2.3.3 Recommended Books

1. Mangenot, F. & Louveau, E. (2006). *Internet et la classe de langue*. Paris: CLE International.
2. Barrière, E. (2011). *Les TICE, des outils pour la classe*. Paris : PUG.

6.2.3.4 Course Contents

- The digital era: a challenge for the teaching of French as foreign language
- The digital age characteristics according to public learning a FL
- What language skills to teach using ICT and how?
- Place of oral and written production and comprehension in online learning
- Multimodal reading and writing: underlying skills and avenues for intervention.
- Developing a teaching module/program of FL for online teaching.

6.2.3.5 Assignement

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.2.4 Course: Gender Studies (MC)

Level: BSFS 8th Semester

Course Code: FRGS-465

6.2.4.1 Course Description

Gender Studies / Women's studies / Feminist Studies is an academic field that draws on feminist and interdisciplinary methods in order to place women's lives and experiences at the centre of study, while examining social and cultural constructs of gender; and the relationships between power and gender. The course shall however focus mainly on Feminism in France and its developmental stages from the first to third wave, that is, from French Revolution to Post-colonial Feminism.

6.2.4.2 Course Objectives

This course aims to:

- Broaden the range of critical reasoning and analytical skills of students.
- Train them to have a deep appreciation of complexities of power and asymmetries in gender relations across time, class, and cultures.
- Contextualize foundational theories and key analytic concepts within the study of different historical periods and social movements.
- Trace grounding concepts, key controversies, and the emergence of new theoretical paradigms.

6.2.4.3 Course Outcomes

By the end of the course, students are expected to:

- Demonstrate the ability to conduct interdisciplinary feminist analysis.
- Examine and critique ideological assumptions underlying social institutions and systems of representation.
- Comprehend the impact of gender on individuals' historical and contemporary agency and how the ability to express agency has shaped people's lives in various geographical settings.
- Attain the ability to design and conduct independent feminist analysis research, or creative work.

6.2.4.4 Core Texts

1. Dédier, Béatrice (1991). *L'Écriture-Femme*. PUF
2. De Beauvoir, Simone (2008). *La Femme Indépendante*. .
3. Marret, Sophie (1999). *Féminin Masculin*. PUF

6.2.4.5 Recommended Books

1. Arjona, Médina (2019). *Mémoires et Ecrits de Femmes – La Création Féminine Revisitée*. L'Harmatton.
2. Pellegrin, Nicole. (2010). *Ecrits Féministes: De Christine de Pizan à Simone de Beauvoir*. Champs Classique.

6.2.4.6 Course Contents

Week One

Introduction

- What is Gender Studies / Feminism?
- Historiography of the genre and its raison d'être.

Week Two

Feminist Literature

- Definition and particularities.
- Need for a 'Feminist' literature.
- Feminism beyond borders.

Week Three

First Wave Feminism (1)

- The French Revolution
- From Restoration to the Second Republic

Week Four

First Wave Feminism (2)

- The Commune and the *Union des Femmes*
- The Suffrage or *suffragettes*
- Other rights for women

Week Five

Second Wave Feminism (1)

- Post-War Period.
- May 1968 and its Aftermath.

Week Six

Second Wave Feminism (2)

- *The Second Sex* of Simone de Beauvoir.
- Fifth Republic.
- Ecofeminism of Hélène Cixous.

Week Seven

Third Wave Feminism (1)

- Instrumentalization of Feminism by the French Right.
- Local Feminists '*Les Féministes Indigènes*'.

Week Eight

- Third Wave Feminism (2)
- Racism and Sexism.
- Stigmatization of immigrant populations.

Week Nine: Mid-semester assessment.

Week Ten

French Feminist Theory: Background and Context

- Beginnings.
- Existentialism and Simone de Beauvoir.
- Structuralism, Post-structuralism and Psychoanalysis.
- Contemporary French Feminism.

Week Eleven

Sexual and Gendered Identities

- Defining / differentiating Sex and Gender.
- 'Gender Precedes Sex': Materialist analysis of the construction of 'sexual difference'.

- Equality versus Difference: Unpicking the Symbolic Order.

Week Twelve

Language and the Subject

- Signs in Question: Addressing Linguistic Stereotypes.
- Subjects in Process: Julia Kristeva's Philosophy of Language.
- Patriarchal Philosophy: Feminine Language, Symbolic Norms and their Transgression.

Week Thirteen

Patriarchal Institutions

- The Home and the Market: Domestic and Economic Appropriations of Femininity.
- Decoding the codes: laws, rituals and customs.
- Women, Philosophy and Education.

Week Fourteen

Writing and the Body: Reinventing Language

- *'Ecriture Féminine'* Feminine Writings.
- Irigaray's and Cixous's Psycholinguistic Perspectives.

Week Fifteen

Power, Race and the Stranger

- Sexism and Racism.
- The Stranger Within.
- Feminism and Francophone Literature.

Week Sixteen

3. Class presentation

Week Seventeen

Class presentation

Week Eighteen: End-Semester Exam

6.2.4.7 Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

6.2.5 Course: Research Paper (EL)

Level: BSFS 8th Semester

Course Code FRRP-499

6.2.5.1 Course Description

The overall goal of the thesis is for the student to display the knowledge and capability required for independent work as a researcher and to have a deeper understanding and insight into his/her field of study, thus, contributing to the existing research.

6.2.5.2 Course learning Objectives

The student has developed the following capacity while writing a thesis:

1. To use a holistic view to critically, independently and creatively identify, formulate and deal with complex issues.
2. To review and analyze the existing literature in order to create research questions and hypotheses
3. To recognize the ethical issues related to his/her research, and practice ethical research standards
4. To identify and explain the appropriate methods and variables needed for research questions
5. To collect, analyse and report data
6. To analyse/interpret the data clearly
7. To present clearly and discuss the conclusions as well as the knowledge and arguments that forms the basis for these findings.

6.2.5.3 Recommended Books:

1. Beaud, M. (2006). *L'Art de la Thèse*. Paris : La Découverte.
2. Boutillier, S. & Goguel d'Allondans, A. (2018). *Méthodologie de la thèse et du mémoire*. Paris : Studyrama.
3. Guidère, M. (2004). *Méthodologie de la recherche*. Paris : Ellipses.

6.2.5.4 Course Contents:

- Techniques of writing :
 - an introduction
 - literature review
 - methodology adopted
- Format of the research paper.

6.2.5.5 Assessment

- Submission of Research Paper and its presentation in front of a jury consisting of 2 faculty members.

7 PROPOSED COURSE DESCRIPTION FOR 3RD YEAR BSFS

OPTION 2: FRENCH LITERATURE (FL)



**DEPARTMENT OF FRENCH
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.**

ISLAMABAD- PAKISTAN

OPTION 2: FRENCH LITERATURE (FL)

7.1. 5th Semester in FL

Compulsory Courses (CC): 3 CH
General Courses (GC): 3 CH
Major Course (MC): 6 CH
Electives within the Majors (EL): 3 CH
Total CH: 15

	Course Code	Course Title	CH
1	FRMT-309	Mathematics (CC)	3
2	FRTI-317	Translation & Interpretation 1(GC)	3
3	FRFN-343	French Novel 19 th Century (Romantics) - 1 (MC)	3
4	FRFT-344	French Theater from Middle Ages to 16 th Century - 1 (MC)	1.5
5	FRFP-345	French Poetry – Middle Ages (MC)	1.5
6	FRLC-361	Literary Criticism - 1 (EL)	1.5
7	FRST-362	Stylistics (EL)	1.5
		Total Hours	15

7.1.1 Course: Translation & Interpretation 1(GC)

Level: BSFS 8th Semester

Course Code: FRTI-317

(SEE SECTION: OPTION 1 LDF)

7.1.2 Course: French Novel 19th Century (Romantics) - 1 (MC)

Level: BSFS 5th Semester

Course Code: FRFN-343

7.1.2.1 Course Description

Based on the introductory study of French History and Literature in 3rd and 4th semester of BS French, this course is planned to give the students a thorough insight into the novels that represent 19th and 20th century France, with a detailed understanding of the social, political, cultural and philosophical events and developments of these eras and the treatment by and the reaction from the major French novelists, with special relevance to the life and works of these novelists bringing them to create such Chef d'Oeuvres.

7.1.2.2 Course Objectives

This course aims to:

- Train the students in how to study novels
- Guide them about how to differentiate, compare and correlate different novels and their genres
- Make the understand the particular value of an author's life and background in understanding of his works
- Explain the value of circumstances that engender a novel
- Localization and universalization of novels in time and space
- Inclusion of reception and criticism of novels in their own time and later

7.1.2.3 Course Outcomes

By the end of the course, students are expected to:

- Know major French novelists and their lives and works
- Be able to distinguish and appreciate different genres of French novels
- Discern and dissect different vital aspects of a novel
- Understand the social, political, cultural and philosophical trends in France of these eras
- Understand and consider criticism on different works and major relevant critical approaches
- Understand the pertinence of a novel beyond the limits of time, space and other confines

7.1.2.4 Core Texts

1. France Tv Education
2. *Histoire Du Roman Français Depuis 1918*, Claude-Edmonde Magny
3. *Le roman policier ou la modernité*, Jacques Dubois
4. *L'existentialisme est un humanisme*, Jean Paul Sartre
5. *The Art of French Fiction: Prevost, Stendahl, Zola, Maupassant, Gide, Mauriac, Proust*, Martin Turnell

7.1.2.5 Recommended Websites

1. www.roman-historique.fr
2. www.emilezolasocietylondon.org.uk
3. <https://jeanricardou.org>

7.1.2.6 Course Contents

Autobiographical, Historical, Realist and Naturalist Novels

- Author's Life and works
- Contemporary circumstances
- Important internal and relative aspects of the novel
- Pertinence of the novel genre and theoretical and philosophical affiliations of the author and the work
- Local and Universal implications
- Reception and criticism

7.1.2.7 Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

7.1.3 Course: French Theater from Middle Ages to 16th Century - 1 (MC)

Level: BSFS 5th Semester

Course Code: FRFT-344

7.1.3.1 Course Description

Theater plays are rich in social context which document the society and the communities. It includes dramatic structure of comedy, tragedy as well as the theatrical representation, language and history and epochs of the theater plays.

7.1.3.2 Course Objectives

To acquire knowledge of prose in French literature

7.1.3.3 Course Outcomes

At the end of the course, a learner is able to:

- understand the evolution of french theater in the light of socio-political evolution of the french society.

- understand how the characters in the french plays represent their epoch's culture, thought process, morals and intellectual growth.

7.1.3.4 Core Texts

1. Michel Prigent (dir.), Histoire de la France littéraire, Presses universitaires de France, coll. « Quadrige »
2. Lagarde et Michard. Le Moyen-Age.
3. Lagarde et Michard. XVIe siecle

7.1.3.5 Recommended Books

1. Anne Armand, Marc Baconnet, Patrick Laudet et Isabelle Mimouni, Les plus belles pages de la littérature française, lectures et interprétations, Gallimard, 2007

7.1.3.6 Course Contents

Le théâtre au Moyen-Age :

- Le théâtre religieux
- La comédie

Le théâtre au 16^e siècle :

- Les dramaturgies
 - La tragédie
 - La comédie
 - La Comédie humaniste
 - La commedia dell'arte
- Les troupes
- Les œuvres

7.1.3.7 Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

7.1.4 Course: French Poetry – Middle Ages 1 (MC)
Level: BSFS 5th Semester
Course Code: FRFP-345

7.1.4.1 Course Description

The course is intended to provide a survey of French poetry from 11th to 15th century. Selected poems shall be studied in the backdrop of literary movements of the period.

7.1.4.2 Course Objectives

This course aims to:

- Provide a background of the history of French poetry of Middle Ages.
- Development of French poetry from 11th to 15th century.
- Sensitize students to critically analyze a given text.

7.1.4.3 Course Outcomes

By the end of the course, students are expected to:

- Have the knowledge of the different developmental stages of French poetry of the period under study.
- Be able to situate a given text in its period and analyze it critically.

7.1.4.4 Core Texts

1. Brereton Geoffrey (1974). *An Introduction to the French Poets – Villon to the Present Day*. University Paperbacks.
2. Chassang A. et Senniger Ch. (1989). *Recueil des Textes Littéraires Français (Moyen Age)*. Hachette.
3. Lagarde André et Michaud Laurent (1993). *Les Grands Auteurs Français (Moyen Age)*. Bordas.

7.1.4.5 Recommended Books

1. Abry Emile et Crouzet Paul (2016). *Histoire Illustrée de la Littérature Française – Précis Méthodique*. Didier.
2. Bédier Joseph (2017). *Histoire de la Littérature Française Illustrée (Vol. 1 et 2)*. Forgotten Series.

7.1.4.6 Course Contents

- Epic Poetry.
 - Origin of Epic Poetry.
- Evolution of *Les Chansons de Geste* (epic genre) from 12th to 15th century.
 - *La Chanson de Roland* (The Song of Roland - 1)
 - History of the legend.
 - *La Chanson de Roland* (The Song of Roland - 2)
 - Art of the Song of Roland.
 - Composition, characters, moral poetry.
- La Littérature Courtoise (Court Literature - 1)
 - *Les Romans Antiques* (Antiquity).
 - *Le Roman d'Alexandre, Le Roman de Thèbes, Le Roman de Troie.*
- La Littérature Courtoise (Court Literature - 2)
 - *Tristan et Iseut.*
 - *Chrétien de Troyes.*
 - *Le Roman de la Rose.*
- La Littérature Courtoise (Court Literature - 3)
 - *Perceval ou le Conte du Graal.*
 - *Aucassin et Nicolette.*
- *La Littérature Satirique* (Satirical Literature - 1)
 - Origin, art, animal stories.
 - *Le Roman de Renart.*
- La Littérature Satirique (Satirical Literature – 2)
 - Literary Parody.
 - Malicious depiction of human world.
 - Social satire.
- Les Fabliaux et la Littérature Morale (Fables and Moral Literature)
 - *Les Contes à Rire* (Humorous tales).
 - *Les Contes Moraux ou Edifiants* (Moral tales).
- La Poésie Lyrique (Lyrical Poetry)
 - Beginning of Lyrism.
 - Different genres of Lyrism.
 - Eustache Dechamps, Charles d'Orléans., François Villon.

7.1.4.7 Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

7.1.5 Course: Literary Criticism - 1 (EL)
Level: BSFS 5th Semester
Course Code: FRLC-361

7.1.5.1 Course Description

This course is an introduction to contemporary literary theory and criticism. The course focuses on critical theory as it applies to literature and culture. The course offers a study of issues concerning the nature of literature and criticism as well as the study of major twentieth-century theories and applications of literary criticism: modernism and postmodernism, Russian formalism, structuralism and post-structuralism, new historicism, and class, race and gender-centered approaches to literature.

7.1.5.2 Course Learning Objectives

This course will enable students to:

- Understand the historical development of literary theory and its role.
- Understand works by different theorists and critics.
- Understand the different theoretical approaches to the study of literature.
- Understand the relationships between different theories and critical schools.
- Broaden the perspective of application of literary theories and develop the ability to analyze different philosophical positions about literature.
- Evaluate applications of theory to specific works and apply different theories of literary criticism to different genre of literature and analyze the socio-political and cultural context of literature and literary theory.
- Carry out a logical and fully developed critical analysis based on a sound theoretical position about a specific work of literature and identify and explain specific literary elements of texts in view of the various theoretical and critical perspectives.

7.1.5.3 Core Texts

1. Thumerel, F. (2004). *La Critique Littéraire*. Paris : Armand Colin.
2. Brunel, P. (2001) *La critique littéraire*, PUF, coll. « Que sais-je ? », Paris.

7.1.5.4 Recommended Books

1. Bourdieu, P. (1992) *Les règles de l'art : genèse et structure du champ littéraire*, Seuil.

2. Jarrety, M. (1998) La critique littéraire française du XXe siècle, PUF, coll. « Que sais-je ? », Paris.
3. Tadie, J-Y. (2005) La critique littéraire au XXe siècle, Pocket, Paris.
4. Nordmann, J-T. (2001) La critique littéraire française du XIXe siècle (1800-1914), Le Livre de poche, Paris.
5. Dubreuil, L. (2009) L'état critique de la littérature, Hermann, coll. « Savoirs: Lettres », Paris.
6. Hassouna, M. L'Evolution de la critique littéraire d'Aristote jusqu'à la critique structurale.[On line]
<http://www.marocagreg.com/forum/sujet-l-evolution-de-la-critique-litteraire-d-aristote-jusqu-a-la-critique-structurale-23596.html>. Page consulted on 3 Sept 2013.

7.1.5.5 Course Contents

- Origins of Literary Criticism
 - Aristotle and “Art Poétique”
- The triumph of normative ideology
 - Quarrels of ancient and modern
 - The imperialism of the rules or the subversion of Aristotle
 - “*Bon goût*” and taste of the Classics
- Autonomous aesthetic criticism
 - Questioning classic criticism
 - The rise of subjective criticism
- Overview of philological, historical and journalistic criticism
 - From Greek philology to Classical philology
 - The beginnings of Literary History
 - Criticism in Age of Enlightenment

7.1.5.6 Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

7.1.6 Course: Course: Stylistics (EL)
Level: BSFS 5th Semester
Course Code: FRST-362

7.1.6.1 Course Description

The course familiarizes the students with the concepts and terms and procedures required for the analysis of style in literary texts. It provides the tools to analyse the language of texts and tries to explain how that language creates meaning, style and effect. It will help the students in studying literary and non-literary texts while focusing on the relationship between style and stylistics and explaining the procedures by which a language creates meaning and effect.

7.1.6.2 Course Learning Objectives

- To provide a set of analytical tools from the "*stylistician's toolkit*" used to examine texts from the point of view of their vocabulary, morpho-syntactical structures, or communicative aspects.
- To develop the ability to analyse role of language in rendering meanings and attitudes in imaginative literature and to carry-out a lexico-semantic analysis of a text.
- To create various texts using the principles and tools of stylistic analysis.
- To recognize the difference between style and stylistics and different perspectives on style and to know the role of language in literary text and in author's style of writing.
- To explain stylistics as a multi-dimensional discipline and to describe the methods of each type of stylistics.
- To be familiar with various approaches to style and to explain the goals of stylistics and to have a better understanding of language resources and structures.
- To recognize linguistic terms, concepts and grammar specific to the structure of French Language and which are of particular relevance to the texts being studied.

7.1.6.3 Core Texts

1. Calas, F. (2007). *Introduction à la Stylistique*. Paris : Hachette Supérieur.
2. Molinié, G. (2004). *La Stylistique*. Paris, puf.

7.1.6.4 Recommended Books

1. Calas, F. (2011). *Leçons de Stylistique*. Paris : Armand Colin.
2. Cressot, M. & James, L. (1996). *Le Style et ses Techniques*. Paris, puf.
3. Fromilhague, C. & Sancier-Chateau, A. (2004). *Introduction à l'analyse stylistique*. Paris, Armand Colin.
4. Molinié, G. (2011). *Eléments de Stylistique Française*. Paris, puf.

7.1.6.5 Course Contents

- Textual organization procedures
 - Punctuations: elements of textual cohesion
 - Principles of textual progression
- Principles of Narration
 - Who is narrating and to whom?
 - Relationship between the narrator and the narration
 - Zero, Internal and External Focalization
 - Time relationship to narration: order of events and of narration; time of narration; speed and frequency.
- Modalities of direct and indirect speech
- Analysis at lexicon level
 - Linguistic Sign: *le signifié et le signifiant*
 - Semantic relationship in a text
- Analysis at Phrase and Verse level
 - Construction of a phrase : hypotaxe and parataxe
 - Rhythm in a phrase: notion of rhythm, melody, cadence
 - Rhythm in a verse: elements of prosody in French
 - Relationship between syntax and verse
- Enunciation: enunciation and utterance; ethos or scene of utterance;
- Polyphony: polyphony and enunciation; polyphony and reported speech; polyphony and reported speech; polyphony and dialogism

7.1.6.6 Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

7.2. 6th Semester in FL

General Courses (GC): 3 CH
Major Course (MC): 9 CH
Electives within the Majors (EL): 3 CH
Total CH: 15

	Course Code	Course Title	CH
1	FRTI-318	Translation & Interpretation 2 (GC)	3
2	FRFN-346	French Novel 19th Century (Realism and Naturalism) 2 (MC)	3
3	FRFT-347	French Theater in the Classical Period - 2 (MC)	3
4	FRFP-348	French Poetry from the Renaissance Period to 18th Century-2 (MC)	3
5	FRLC-363	Literary Criticism - 2 (EL)	1.5
6	FRRH-364	Rhetoric (EL)	1.5
		Total Hours	15

7.2.1. Course: Translation & Interpretation 1(GC)

Level: BSFS 6th Semester

Course Code: FRTI-318

(SEE SECTION: OPTION 1 LDF)

7.2.2. Course: French Novel 19th Century (Romantics) - 1 (MC)

Level: BSFS 5th Semester

Course Code: FRFN-346

7.2.2.1. Course Description

Based on the introductory study of French History and Literature in 3rd and 4th semester of BS French, this course is planned to give the students a thorough insight into the novels that represent 19th and 20th century France, with a detailed understanding of the social, political, cultural and philosophical events and developments of these eras and the treatment by and the reaction from the major French novelists, with special relevance to the life and works of these novelists bringing them to create such Chef d'Oeuvres.

7.2.2.2. Course Objectives

This course aims to:

- Train the students in how to study novels

- Guide them about how to differentiate, compare and correlate different novels and their genres
- Make them understand the particular value of an author's life and background in understanding of his works
- Explain the value of circumstances that engender a novel
- Localization and universalization of novels in time and space
- Inclusion of reception and criticism of novels in their own time and later

7.2.2.3. Course Outcomes

By the end of the course, students are expected to:

- Know major French novelists and their lives and works
- Be able to distinguish and appreciate different genres of French novels
- Discern and dissect different vital aspects of a novel
- Understand the social, political, cultural and philosophical trends in France of these eras
- Understand and consider criticism on different works and major relevant critical approaches
- Understand the pertinence of a novel beyond the limits of time, space and other confines

7.2.2.4. Core Texts

1. France Tv Education
2. *Histoire Du Roman Français Depuis 1918*, Claude-Edmonde Magny
3. *Le roman policier ou la modernité*, Jacques Dubois
4. *L'existentialisme est un humanisme*, Jean Paul Sartre
5. *The Art of French Fiction: Prevoist, Stendahl, Zola, Maupassant, Gide, Mauriac, Proust*, Martin Turnell

7.2.2.5. Recommended Websites

1. www.roman-historique.fr
2. www.emilezolasocietylondon.org.uk
3. <https://jeanricardou.org>

7.2.2.6. Course Contents

Autobiographical, Historical, Realist and Naturalist Novels

- Author's Life and works
- Contemporary circumstances

- Important internal and relative aspects of the novel
- Pertinence of the novel genre and theoretical and philosophical affiliations of the author and the work
- Local and Universal implications
- Reception and criticism

7.2.2.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

7.2.3. Course: French Theater in the Classical Period - 2 (MC)

Level: BSFS 6th Semester

Course Code: FRFT-347

7.2.3.1. Course Description

Theater plays are rich in social context which document the society and the communities. It includes dramatic structure of comedy, tragedy as well as the theatrical representation, language and history and epochs of the theater plays.

7.2.3.2. Course Objectives

To acquire knowledge of prose in French literature

7.2.3.3. Course Outcomes

At the end of the course, a learner is able to:

- understand the evolution of french theater in the light of socio-political evolution of the french society.
- understand how the characters in the french plays represent their epoch's culture, thought process, morals and intellectual growth.

7.2.3.4. Core Texts

1. Michel Prigent (dir.), Histoire de la France littéraire, Presses universitaires de France, coll. « Quadrige »
2. Lagarde et Michard. XVIIe siècle.

7.2.3.5. Recommended Books

1. Anne Armand, Marc Baconnet, Patrick Laudet et Isabelle Mimouni, Les plus belles pages de la littérature française, lectures et interprétations, Gallimard, 2007

7.2.3.6. Course Contents

- Le Théâtre à l'Age Classique:
 - L'opposition tragédie / comédie
 - La tragédie
 - Les comédies de Molière
 - Principaux dramaturges et pièces : Racine ; Molière ; Corneille.

7.2.3.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

7.2.4. Course: French Poetry from the Renaissance Period to 18th Century - 2 (MC)

Level: BSFS 6th Semester
Course Code: FRFP-348

7.2.4.1. Course Description

The course is an extension of the course covered till 15th century. This shall cover the period till 18th century. Selected poems shall be studied in the backdrop of literary movements of the period.

7.2.4.2. Course Objectives

This course aims to:

- Provide a background of the history of French poetry of from Renaissance to 18th century.
- Development of French poetry from 16th to 18th century.
- Sensitize students to critically analyze a given text.

7.2.4.3. Course Outcomes

By the end of the course, students are expected to:

- Have the knowledge of the different developmental stages of French poetry of the period under study.
- Be able to situate a given text in its period and analyze it critically.

7.2.4.4. Core Text

1. Brereton Geoffrey (1974). An Introduction to the French Poets – Villon to the Present Day. University Paperbacks.
2. Chassang A. et Senniger Ch. (1989). Recueil des Textes Littéraires Français (XVIIIe siècle). Hachette.
- Lagarde André et Michaud Laurent (1993). Les Grands Auteurs Français (XVIIIe siècle). Bordas.

7.2.4.5. Recommended Books

1. Abry Emile et Crouzet Paul (2016). Histoire Illustrée de la Littérature Française – Précis Méthodique. Didier.
2. Bédier Joseph (2017). Histoire de la Littérature Française Illustrée (Vol. 1 et 2). Forgotten Series.

7.2.4.6. Course Contents

- Literary movements of the period.
- Evolution of poetry during the period.
- 16th century – 1: Clément Marot.
- 16th century – 2: Du Bellay.
- 16th century – 3: Ronsard.
- 17th century – 1: Malherbe.
- 17th century – 2: Saint-Amant.
- 17th century – 3: La Fontaine.
- 17th century – 4: Boileau.
- 18th century – 1: André Chénier.
- 18th century – 2: Beaumarchais

- 18th century – 4: Mirabeau
- 18th century – 5: Danton.

7.2.4.7. Assignment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

7.2.5 Course: Literary Criticism - 2 (EL)

Level: BSFS 6th Semester

Course Code: FRLC-363

7.2.5.1 Course Description

7.2.5.2 Course Objectives

7.2.5.3 Course Outcomes

7.2.5.4 Core Text

7.2.5.5 Recommended Books

(SEE SECTION: 7.1.4 OPTION 2 FL)

7.2.5.6 Course Contents

- Criticism in the 19th century: certitudes and contradictions
 - Ideological and Scientific Criticism
 - Criticism and Literary History
 - Rise of Criticism by university professors and journalists
- The Age of Mutations (1st part of the 20th Century)
 - Scholarly Criticism
 - *Belle Époque* of Professional Criticism
 - Creative Criticism
- From rise of Criticism to crisis (2nd half of the 20th Century)
 - Advent of Modernity and Criticism
 - Scholarly and Journalistic Criticism in the age of Structuralism
- Post-Modern Era

- Crisis in the domain of Criticism
- Plural or dialogical criticism?

7.2.5.7 Assignment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

7.2.6 Course: Rhetoric (EL) **Level: BSFS 6th Semester** **Course Code: FRRH-364**

7.2.6.1 Course Description

This course is an introduction to the history, theory, practice, and implications of rhetoric which in turn is the art and craft of persuasion. It explains how the linguistic strategies are used to coordinate social action. It also studies the socio-cultural impact of the interaction of discourse with socio-cultural forces in a linguistic community.

7.2.6.2 Course Learning Objectives

This course will enable a student to:

- Be at the same time a rhetor and a rhetorical critic.
- Understand major concepts in rhetorical theory and to develop skill at applying basic rhetorical concepts to the analysis of human communication.
- Understand humanistic approaches to communication analysis and have understanding of the manner in which symbolic acts shape the human communication in private and public life.
- Learn the basic techniques of composition used in creative writing and in personal or academic essay.
- Have critical reading and writing skills and use appropriate rhetorical processes for writing, speaking and reading.
- Study texts and speeches from one or more disciplines and to recognize the appropriate vocabulary, characteristics and structures.

- Analyze and to create persuasive texts and speeches, to ask and to answer important questions and to edit the work as well.
- Understand and analyze the social, political, artistic and literary environment of texts and speeches.
- Produce analytical essay, report, or research paper, with the aid of reference material.
- Present ideas in a clear, coherent, and organized manner and make correct use of specialized vocabulary and conventions, appropriate tone and diction, effective sentences and paragraphs, and appropriate use of strategies of communication.

7.2.6.3 Core Text

1. Gardes-Tamine, J. (1996). *La rhétorique*. Paris : Armand Colin, coll. « Cursus ».
2. Reboul, O. (2009). *Introduction à La Rhétorique*. Paris : Presses universitaires de France, coll. « Que sais-je ? ».

7.2.6.4 Recommended Books

1. Meyer, M. (1999). *Histoire de la Rhétorique des Grecs à nos jours*. Paris : Le Livre de Poche, coll. « Biblio-Essais ».
2. Reboul, O. « Le Système Rhétorique ». [On Line]
<http://www.ecolederhetorique.com/download/pdf/O-Reboul-Introduction-a-la-rhetorique-p55-80.pdf>. Page consulted on 8 sept.-18.
3. Robrieux, J-J. (1993). *Éléments de rhétorique et d'argumentation*. Paris, Dunod.

7.2.6.5 Course Contents

- Introduction to Rhetoric
- The Rhetoric System
- Rhetoric and Its Components: Ethos, Pathos, Logos
- Major rhetorical strategies
- Rhetoric and argumentation: the fundamental law of unification of different disciplines
 - General structure of the rhetorical relation
 - External and internal issues, direct and indirect
 - How is rhetoric argumentative and argumentation, rhetoric?
 - Argumentative logic

- The argumentative reasoning (or enthymeme) and logical reasoning: two different and complementary forms of rationality: Induction and exemplification
- Tropes and figures of endless catalog to understand their principle
 - General Structure of Figurative Speech
 - The genesis of rhetorical forms (or figures) or when the figurative language gives rise to tropes
 - Irony, Metaphor, Synecdoche and Metonymy
 - Other figures of speech
- Usage of Rhetoric in Human Sciences: Ethos in Action
- Literary Rhetoric or Logos in Literary Works
- Pathos or Domination of Image: Propaganda and Advertisement

7.2.6.6 Assignment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

1.PROPOSED COURSE DESCRIPTION FOR 4TH YEAR BSFS

OPTION 2: FRENCH LITERATURE (FL)



**DEPARTMENT OF FRENCH
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD.
ISLAMABAD- PAKISTAN**

OPTION 2: FRENCH LITERATURE (FL)

8.1. 7th Semester in FL

General Courses (GC): 3 CH

Major Course (MC): 9 CH

Electives within the Majors (EL): 3 CH

Total CH: 15

	Course Code	Course Title	CH
1	FRML-419	Minor Language 1 (Spanish/Italian/German) (GC)	3
2	FRFN-448	French Novel 20th Century - 3 (MC)	3
3	FRFT-449	French Theatre: 18th and 19th Century - 3 (MC)	3
4	FRRM-450	Research Methodology (MC)	3
5	FRLC-466	Literary Criticism - 3 (EL)	1.5
6	FRFP-467	French Poetry from the Renaissance Period to 19th Century 3 (EL)	1.5
		Total Hours	15

8.1.1. Course: French Novel 20th Century - 3 (MC)

Level: BSFS 7th Semester

Course Code: FRFN-448

8.1.1.1. Course Description

Based on the introductory study of French History and Literature in 3rd and 4th semester of BS French, this course is planned to give the students a thorough insight into the novels that represent 19th and 20th century France, with a detailed understanding of the social, political, cultural and philosophical events and developments of these eras and the treatment by and the reaction from the major French novelists, with special relevance to the life and works of these novelists bringing them to create such Chef d'Oeuvres.

8.1.1.2. Course Objectives

This course aims to:

- Train the students in how to study novels
- Guide them about how to differentiate, compare and correlate different novels and their genres
- Make the understand the particular value of an author's life and background in understanding of his works

- Explain the value of circumstances that engender a novel
- Localization and universalization of novels in time and space
- Inclusion of reception and criticism of novels in their own time and later

8.1.1.3. Course Outcomes

By the end of the course, students are expected to:

- Know major French novelists and their lives and works
- Be able to distinguish and appreciate different genres of French novels
- Discern and dissect different vital aspects of a novel
- Understand the social, political, cultural and philosophical trends in France of these eras
- Understand and consider criticism on different works and major relevant critical approaches
- Understand the pertinence of a novel beyond the limits of time, space and other confines

8.1.1.4. Core Texts

1. Brereton Geoffrey (1974). An Introduction to the French Poets – Villon to the Present Day. University Paperbacks.
2. Chassang A. et Senniger Ch. (1989). Recueil des Textes Littéraires Français (XIXe siècle). Hachette.
- Lagarde André et Michaud Laurent (1993). Les Grands Auteurs Français (XIXe siècle). Bordas.

8.1.1.5. Recommended Books

1. Abry Emile et Crouzet Paul (2016). Histoire Illustrée de la Littérature Française – Précis Méthodique. Didier.
2. Bédier Joseph (2017). Histoire de la Littérature Française Illustrée (Vol. 1 et 2). Forgotten Series.

8.1.1.6. Course Contents

Literary (Le nouveau roman), Popular (Spy/Police/Science-Fiction), Existentialist Novels

- Author's Life and works
- Contemporary circumstances
- Important internal and relative aspects of the novel

- Pertinence of the novel genre and theoretical and philosophical affiliations of the author and the work
- Local and Universal implications
- Reception and criticism

8.1.1.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

8.1.2. Course: French Theatre: 18th and 19th Century - 3 (MC) Level: BSFS 7th Semester Course Code: FRFT-449

8.1.2.1. Course Description

Theater plays are rich in social context which document the society and the communities. It includes dramatic structure of comedy, tragedy as well as the theatrical representation, language and history and epochs of the theater plays.

8.1.2.2. Course Objectives

To acquire knowledge of prose in French literature

8.1.2.3. Course Outcomes

At the end of the course, a learner is able to:

- understand the evolution of French theater in the light of socio-political evolution of the French society.
- understand how the characters in the French plays represent their epoch's culture, thought process, morals and intellectual growth.

8.1.2.4. Core Texts

1. Michel Prigent (dir.), Histoire de la France littéraire, Presses universitaires de France, coll. « Quadrige »
2. Lagarde et Michard. XVIIIe et XIXe siècle.

8.1.2.5. Recommended Books

1. Anne Armand, Marc Baconnet, Patrick Laudet et Isabelle Mimouni, Les plus belles pages de la littérature française, lectures et interprétations, Gallimard, 2007

8.1.2.6. Course Contents

le Théâtre du XVIIIe siècle

- Le « siècle de Louis XIV »
- Beaumarchais

Le Théâtre au XIXe siècle

- Le théâtre romantique

8.1.2.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

8.1.3. Course: Research Methodology (MC)

Level: BSFS 7th Semester

Course Code: FRGS-450

(SEE SECTION: OPTION 1 FDL)

8.1.4 Course: Literary Criticism - 3 (EL)

Level: BSFS 7th Semester

Course Code: FRLC-466

8.1.4.1 Course Description

8.1.4.2 Course Objectives

8.1.4.3 Course Outcomes

8.1.4.4 Core Texts

8.1.4.5 Recommended Books

(SEE SECTION: 7.1.4 OPTION 2 FL)

8.1.4.6 Course Contents

- The art of judging literary works
 - Criticism “*a priori*”
 - Criticism of judgment “*a posteriori*”
- The art of analyzing Literary works
 - Criticism of identification
 - Impressionist Criticism
- Capacity of explain Literary works
 - Two types of explicative criticism
 - Criticism of aesthetic interpretation
- Typology
- Frontiers of Criticism
 - From pure criticism to anti-criticism
 - Criticism and Science
 - Objectivity and Subjectivity, Analysis and Synthesis
- Types of Criticism
 - Scholarly Criticism
 - Hermeneutical Criticism: Sociological, Psychoanalytical and Thematic inspirations
 - Formal Criticism: Structural and Textual Approaches

8.1.4.7 Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

8.1.4. Course: French Poetry: 19th Century 3 (EL)
Level: BSFS 7th Semester
Course Code: FRFP-467

8.1.4.1. Course Description

The course is centred on 19th century. Selected poems shall be studied in the backdrop of literary movements of the period.

8.1.4.2. Course Objectives

This course aims to:

- Provide a background of the history of French poetry of 19th century.
- Development of French poetry during the period.
- Sensitize students to critically analyze a given text.

8.1.4.3. Course Outcomes

By the end of the course, students are expected to:

- Have the knowledge of the different developmental stages of French poetry of the period under study.
- Be able to situate a given text in its period and analyze it critically.

8.1.4.4. Core Texts

3. Brereton Geoffrey (1974). An Introduction to the French Poets – Villon to the Present Day. University Paperbacks.
4. Chassang A. et Senniger Ch. (1989). Recueil des Textes Littéraires Français (XIX^e siècle). Hachette.
- Lagarde André et Michaud Laurent (1993). Les Grands Auteurs Français (XIX^e siècle). Bordas.

8.1.4.5. Recommended Books

3. Abry Emile et Crouzet Paul (2016). Histoire Illustrée de la Littérature Française – Précis Méthodique. Didier.
4. Bédier Joseph (2017). Histoire de la Littérature Française Illustrée (Vol. 1 et 2). Forgotten Series.

8.1.4.6. Course Contents

- Study of major literary movements of 19th Century
 - Romanticism.
 - Realism.
 - Symbolism.
- Classical and Romantic Poetry: Mme. de Staël
- Exotism; Epic poetry; Lyrical poetry: Chateaubriand
- Liberalism; Political ideas; Social mission; Religious thoughts: Lamartine
- Romantic poetry ; Political and social philosophy; Antique and Modern poetry: Alfred de Vigny
- Lyrical poetry; Epic poetry: Victor Hugo
- Romantic poetry ; Classical poetry : Alfred de Musset
- Art for Art's sake : Théophile Gautier
- From realism to surrealism: Gérard de Nerval
- Parnassien poetry : Leconte de Lisle
- Symbolism; Prose poetry: Baudelaire
- Contemporary Parnassian poetry: Verlaine
- Poetic revolution: Rimbaud
- Cult of the 'Ideal'; Idealist philosophy: Mallarmé

8.1.4.7. Assessment

Total marks: 50

Mid Term: (Marks: 15)

Class Participation/ presentation/ project: (Marks: 10)

End Term: (Marks: 25)

8.2. 8th Semester in FL

General Courses (GC): 3 CH
Major Course (MC): 12 CH
Electives within the Majors (EL): 3 CH
Total CH: 18

	Course Code	Course Title	CH
1	FRML-420	Minor Language 2 (Spanish/Italian/German) (GC)	3
2	FRFN-451	French Novel 20 th Century - 4 (MC)	3
3	FRFT-452	French Theatre: 20 th Century - 4 (MC)	3
4	FRFP-453	French Poetry in 20 th Century (EL)	3
5	FRGS-465	Gender Studies (EL)	3
6	FRRP-499	Research Paper (MC)	3
		Total Hours	18

8.2.1. Course: French Novel 20th Century - 4 (MC)
Level: BSFS 8th Semester
Course Code: FRFN-451

8.2.1.1. Course Description

Based on the introductory study of French History and Literature in 3rd and 4th semester of BS French, this course is planned to give the students a thorough insight into the novels that represent 19th and 20th century France, with a detailed understanding of the social, political, cultural and philosophical events and developments of these eras and the treatment by and the reaction from the major French novelists, with special relevance to the life and works of these novelists bringing them to create such Chef d'Oeuvres.

8.2.1.2. Course Objectives

This course aims to:

- Train the students in how to study novels
- Guide them about how to differentiate, compare and correlate different novels and their genres
- Make the understand the particular value of an author's life and background in understanding of his works
- Explain the value of circumstances that engender a novel
- Localization and universalization of novels in time and space
- Inclusion of reception and criticism of novels in their own time and later

8.2.1.3. Course Outcomes

By the end of the course, students are expected to:

- Know major French novelists and their lives and works
- Be able to distinguish and appreciate different genres of French novels
- Discern and dissect different vital aspects of a novel
- Understand the social, political, cultural and philosophical trends in France of these eras
- Understand and consider criticism on different works and major relevant critical approaches
- Understand the pertinence of a novel beyond the limits of time, space and other confines

8.2.1.4. Core Texts

1. France Tv Education
2. Histoire Du Roman Français Depuis 1918, Claude-Edmonde Magny
3. The Art of French Fiction: Prevost, Stendahl, Zola, Maupassant, Gide, Mauriac, Proust , Martin Turnell
4. Le roman policier ou la modernité, Jacques Dubois
5. L'existentialisme est un humanisme, Jean Paul Sartre

8.2.1.5. Recommended Websites

1. www.roman-historique.fr
2. www.emilezolasocietylondon.org.uk
3. <https://jeanricardou.org>

8.2.1.6. Course Contents

Literary (Le nouveau roman), Popular (Spy/Police/Science-Fiction), Existentialist Novels

- Author's Life and works
- Contemporary circumstances
- Important internal and relative aspects of the novel
- Pertinence of the novel genre and theoretical and philosophical affiliations of the author and the work
- Local and Universal implications
- Reception and criticism

8.2.1.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

8.2.2. Course: French Theatre: 20th Century - 4 (MC) Level: BSFS 8th Semester Course Code FRFT-452

8.2.2.1. Course Description

Theater plays are rich in social context which document the society and the communities. It includes dramatic structure of comedy, tragedy as well as the theatrical representation, language and history and epochs of the theater plays.

8.2.2.2. Course Objectives

To acquire knowledge of prose in French literature

8.2.2.3. Course Outcomes

At the end of the course, a learner is able to:

- understand the evolution of French theater in the light of socio-political evolution of the French society.
- understand how the characters in the French plays represent their epoch's culture, thought process, morals and intellectual growth.

8.2.2.4. Core Texts

3. Michel Prigent (dir.), Histoire de la France littéraire, Presses universitaires de France, coll. « Quadrige »
4. Lagarde et Michard. XXe siècle.

8.2.2.5. Recommended Books

2. Anne Armand, Marc Baconnet, Patrick Laudet et Isabelle Mimouni, Les plus belles pages de la littérature française, lectures et interprétations, Gallimard, 2007

8.2.2.6. Course Contents

Le théâtre du XXe siècle

- Persistance d'un théâtre populaire
- Le renouvellement du théâtre littéraire
- Le "théâtre de l'absurde"
- Le théâtre contemporain

8.2.2.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

8.2.3. Course: French Poetry: 20th Century - 4 (MC) Level: BSFS 8th Semester Course Code FRFP-453

8.2.3.1. Course Description

The course relates to the poetry of 20th century. Selected poems shall be studied in the backdrop of literary movements of the period.

8.2.3.2. Course Objectives

This course aims to:

- Provide a background of the history of French poetry of 20th century.
- Development of French poetry during the period.
- Sensitize students to critically analyze a given text.

8.2.3.3. Course Outcomes

By the end of the course, students are expected to:

- Have the knowledge of the different developmental stages of French poetry of the period under study.

- Be able to situate a given text in its period and analyze it critically.

8.2.3.4. Core Texts

1. Brereton Geoffrey (1974). An Introduction to the French Poets – Villon to the Present Day. University Paperbacks.
2. Chassang A. et Senniger Ch. (1989). Recueil des Textes Littéraires Français (XXe siècle). Hachette.
3. Lagarde André et Michaud Laurent (1993). Les Grands Auteurs Français (XXe siècle). Bordas.

8.2.3.5. Recommended Books

1. Abry Emile et Crouzet Paul (2016). Histoire Illustrée de la Littérature Française – Précis Méthodique. Didier.
2. Bédier Joseph (2017). Histoire de la Littérature Française Illustrée (Vol. 1 et 2). Forgotten Series.

8.2.3.6. Course Contents

- **Week One**
Background study
 - Pre-war period.
 - Post-war period.
 - Period between the two wars.
- **Week Two**
Guillaume Apollinaire
 - Classical and Romantic Poetry.
 - *Alcools*.
 - *Calligrammes*.
- **Week Three**
Charles Péguy
 - *Catholic faith*.
 - *Socialist ideas*.
- **Week Four**
Paul Claudel
 - Lyrical poetry.
 - Dramatic poetry.
- **Week Five**
André Gide

- Lyrical poetry.
- **Week Six**
Paul Valéry
 - Pure poetry.
- **Week Seven**
André Breton
 - Surrealist poetry
- **Week Eight**
Paul Eluard
 - Surrealist tradition.
 - Engaged poetry.
- **Week Nine**
 - *Mid-semester assessment.*
- **Week Ten**
Louis Aragon
 - From surrealism to authentic lyricism.
- **Week Eleven**
Jean Cocteau
 - Realism and surrealism.
 - Spirituality.
- **Week Twelve**
Contemporary Poetry (1)
 - Jacques Prévert.
 - René Char
 - Henri Michaux
- **Week Thirteen**
Contemporary Poetry (2)
 - Saint-Jean Perse
 - Joë Bousquet
 - Pierre-Jean Jouve
 - Pierre Emmanuel
- **Week Fourteen**
Mystical Poetry
 - La Tour du Pin.
- **Week Fifteen**
Black Poets of Fench Language
 - Aimé Césaire
 - Léopold Sedar Senghor
- **Week Sixteen**

4. Class presentation
- Week Seventeen
5. Class presentation
- Week Eighteen
6. End-Semester Exam

8.2.3.7. Assessment

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

8.2.4 Course: Gender Studies (MC)
Level: BSFS 8th Semester
Course Code: FRGS-465
(SEE SECTION: 6.2.5 OPTION 1 FDL)

8.2.5 Course: Research Paper (EL)
Level: BSFS 8th Semester
Course Code FRRP-499
(SEE SECTION: 6.2.5 OPTION 1 LDF)