

# French

## (Revised Curriculum)

Department of Modern Languages  
Bachelor of Arts Honours Degree Programme

2021 Onwards

**PROGRAMMESPECIFICATION**

| <b>Key Features of the Programme</b>  |   |
|---|---|
| <b>Programme title:</b>   | Bachelor of Arts Honours in French  |
| <b>Final award: BA or BA (Hons), BSc. Hons)</b>                                   | BA (Hons) in French   |
| <b>(SLQF) Level</b>   | 06  |
| <b>Exit Award/Fall-back Award</b>   | NA  |
| <b>Programme Code</b>   | FREN  |
| <b>Cohort(s) programme/s to which this programme specification is applicable:</b> | BA Hons   |
| <b>Awarding institution/body:</b>   | University of Kelaniya  |
| <b>Teaching institution:</b>  | University of Kelaniya  |
| <b>Faculty:</b>   | Humanities  |
| <b>Language of study and assessment</b>   | French  |
| <b>Departmental web page address:</b>   | <a href="https://hu.kln.ac.lk/depts/modlang/">https://hu.kln.ac.lk/depts/modlang/</a> |
| <b>Method of study (Fulltime/Part-time/Split/Other)</b>                           | fulltime  |
| <b>Mode of teaching/delivery (direct classroom teaching/online/distance etc.)</b> | Blended learning (direct classroom + online)  |
| <b>Total no of notional hours</b>   | 6000 (120 ×50 Notional Hours = 6000)  |
| <b>Credit value of the programme</b>  | The BA (Hons) in French has a total value of 120<br>SLQF credits                      |
| <b>Maximum and minimum period of registration</b>                                 | From the effective date of registration: 4 years (minimum) - 6 years (maximum)        |

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|---|--|
| <b>Placement and/or study Abroad</b>                                  | Not Applicable   |
| <b>Criteria for admission to the programme (including SLQF level)</b> | Minimum entry requirement is completion of SLQF Level 3<br>01. In the first year, “D” or better grades should be obtained for the course units of a minimum of 30 credits.<br>02. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.<br>03. “C” or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the special degree |
| <b>Length/duration of the programme</b>                               | 4 years  |
| <b>Progression: Employment and further study opportunities</b>        | Public, cooperate and diplomatic sectors, further studies abroad   |
| <b>Relevant Subject Benchmark Statement (SBS), if specified</b>       | Reference to the Subject Benchmark Statement for Languages, Culture and societies published by the Quality Assurance Agency for UK Higher education.   |
| <b>Programme coordinator</b>  | Head, Department of Modern Languages   |
| <b>Board of Examiners:</b>  | Permanent, temporarily and visiting academic staff   |

|  |                             |
|--|-----------------------------|
| <b>Professional body of accreditation</b><br>(if applicable):                              | UGC, University of Kelaniya |
| <b>Brief Introduction of the Awarding Institution &amp; Department (approx. 500 words)</b> |                             |

The University of Kelaniya has its origin in the historic Vidyalandara Pirivena, founded in 1875 as a centre of learning for Buddhist monks. It was one of the two great national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence.

Today, the former Faculties of the Pirivena, the Faculty of Languages, the Faculty of Buddhism and the Faculty of Arts come under the aegis of the Faculty of Humanities. The Department of Modern Languages, one of the oldest departments in the university.

The Department of Modern Languages offers Bachelor of Arts Honours Degree (BA Honours) programmes in French, German, Russian, Japanese, Chinese and Korean. The courses for Bachelor of Arts General Degree (BA) and the six Special Degree programmes offered provide extensive knowledge of the related language, its literature and culture. Additionally, French, German, Russian, Japanese, Chinese, Korean, Italian, Arabic and Spanish are offered for the two-year certificate course (internal students only). With an academic staff dedicated to the profession, a considerable student population, research undertakings, national consultancies, and international collaborations, the Department has firmly established its position as the centre for excellence in foreign language teaching and learning.

### **Overall Aims of the programme**

This qualification in French (BA Hons) that is equal to C1 (Common European Framework of Reference for Languages) aims at enabling the students:

- to obtain knowledge to pursue higher education in foreign countries
- to obtain sufficient skills to join public, cooperate and diplomatic sectors as employees
- to gain exposure to French cultural norms and etiquettes
- to gain a positive attitude towards life
- to prepare a mindset that will make them act as cultural mediator

### **Programme Learning Outcomes (PLOs)**

At the completion of this study programme, the graduate should:

- possess the C1 level (Common European Framework of Reference for Languages)
  - a. Writing
  - b. Speaking
  - c. Reading
  - d. Listening
- critically analyze data, make judgments and propose solutions to problems
- use practical skills and enquiry efficiently and effectively within the area of study
- construct and sustain arguments and use these arguments, ideas and techniques in problem solving
- be employable at public, cooperate and diplomatic sectors
- exercise leadership in the professional environment/work place

## COURSE STRUCTURE

| Course                     | Course Title   | Status<br>(Cor/optio<br>nal etc.) | SL<br>QF<br>Cre<br>dit | Notional<br>Hours                                  |   |
|----------------------------|--|-----------------------------------|------------------------|--|---|
|                            |  |                                   |                        | Direct contact<br>hours<br>(teaching/Tut<br>oring) | Self-learning<br>conducting<br>Assessment,<br>preparation<br>for<br>assessment<br>etc |
| <b>2<sup>nd</sup> Year</b> |  |                                   |                        |  |   |
| FREN 21514                 | Analysis of French Grammar and Language  | C                                 | 04                     | 30   | 170   |
| FREN 21524                 | Cultural Policies & Social Values I: XVI - XX centuries                        | C                                 | 04                     | 30   | 170   |
| FREN 23536                 | General Skills of Comprehension & Expression                                   | C                                 | 06                     | 60   | 240   |
| FREN 21544                 | French Literature: History & Texts I   | C                                 | 04                     | 60   | 140   |
| FREN 22554                 | French Literature: History & Texts II  | C                                 | 04                     | 60   | 140   |
| FREN 22564                 | Translation & Interpretation   | C                                 | 04                     | 60   | 140   |
| FREN 22574                 | Cultural Policies & Social Values II: Current Social-Cultural Trends in France | C                                 | 04                     | 30   | 170   |
| FREN 21581                 | Community Service  | O                                 | 01                     | 15   | 35  |
| <b>3rd Year</b>            |  |                                   |                        |  |   |
| FREN 31514                 | Study of Grammar and Analysis of Discourse                                     | C                                 | 04                     | 30   | 170   |
| FREN 33524                 | French Theatre: From Middle Ages to Present                                    | C                                 | 04                     | 90   | 110   |
| FREN 33534                 | Enhanced Skills of Comprehension & Expression                                  | C                                 | 04                     | 60   | 140   |
| FREN 33546                 | Francophone Literature   | C                                 | 06                     | 60   | 240   |

|   |   |   |      |    |     |
|---|---|---|------|----|-----|
| FREN 33554  | Teaching French as a Foreign Language   | C | 04   | 60 | 140 |
| FREN 33564  | French for Professional Purposes        | C | 04   | 60 | 140 |
| FREN 32574  | Research Methodology & Academic Writing | C | 04   | 45 | 155 |
| PSNH 32512  | National Heritages                      | O | 02   | 30 | 70  |
| PSIT 32522  | Computer Literacy                       | O | 02   | 30 | 70  |
| 4th Year  |   |   |      |    |     |
| FREN 43516  | Comparative Literature                  | C | 06   | 60 | 240 |
| FREN 41524  | Literary Theory & Criticism             | C | 04   | 30 | 170 |
| FREN 43534  | Language in Use                         | C | 04   | 60 | 140 |
| FREN 42544  | Women & Literature                      | C | 04   | 30 | 170 |
| FREN 43554  | Enhanced Skills of Translation          | C | 04   | 60 | 140 |
| FREN 43568  | Dissertation                            | C | 08   | 60 | 740 |
| FREN 42574  | Internship                              | O | 04   |    | 400 |
| PSIT 41512  | Computer Literacy                       | O | 02   | 30 | 70  |
| <b>Total no. of Credits of the Level 2, 3 &amp; 4</b> |   |   | 90   |    |     |
| <b>Total no. of teaching hours</b>                    |   |   | 1350 |    |     |
| <b>Total No. of notional Hours</b>                    |   |   | 4500 |    |     |

## COURSE SPECIFICATION

|                 |   |  |                                      |  |   |  |
|-----------------|---|--|--------------------------------------|--|---|--|
| <b>1.</b>       | <b>Code of the Course Unit</b>                    | FREN 21514   |                                      |  |   |  |
| <b>2.</b>       | <b>Title of the Course Unit</b>                   | Analysis of French Grammar and Language  |                                      |  |   |  |
| <b>3.</b>       | <b>Number of Credits</b>                          | 04   |                                      |  |   |  |
| <b>4.</b>       | <b>Course Type</b>                                | Compulsory   |                                      |  |   |  |
| <b>5.</b>       | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                      |  |   |  |
| <b>6.</b>       | <b>Main objective of the course</b>               | <p>The main objective of this course is to continue the work commenced in First year with FREN 11212 and to do a further study of grammar (implicit and explicit) using texts.</p>   |                                      |  |   |  |
| <b>7.</b>       | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Perform an in-depth analysis of texts and be familiar with advanced uses of grammar.</li> </ol>   |                                      |  |   |  |
| <b>8.</b>       | <b>Contents</b>                                   |  |                                      | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                              | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>                                | <b>Sub Themes</b>  |                                      |  |   |  |
| 1 <sup>st</sup> | Registers of language                             |  |                                      |  |   |  |
|                 |   |  | Lecture-discussion, group activities | 1  | Grammatical competence, language production |  |

|                  |  |   |   |   |   |
|------------------|--|---|---|---|---|
| 2 <sup>nd</sup>  | Lexical field  |   | Lecture-discussion, group activities      | 1 | Grammatical competence, language production |
| 3 <sup>rd</sup>  | Noun and its determiners   | les noms propres et les noms communs, l'article défini et indéfini, l'adjectif possessif, l'adjectif démonstratif, l'adjectif interrogatif                    | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 4 <sup>th</sup>  | Noun and its substitutes   | les noms propres, les noms communs les pronoms personnels, les pronoms adverbiaux, les pronoms démonstratifs, les pronoms possessifs et les pronoms indéfinis | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 5 <sup>th</sup>  | Types of sentences   |   | Lecture-discussion, group activities      | 1 | Grammatical competence, language production |
| 6 <sup>th</sup>  | Reported speech: direct speech, indirect speech and free indirect speech |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 7 <sup>th</sup>  | « L'attribut du sujet » and « les expansions du nom »                    | épithète, apposition, complément de nom, proposition relative   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>   | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>   |   |   |   |
| 9 <sup>th</sup>  | Words: synonyms, antonyms, homonyms and paronyms                         |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 10 <sup>th</sup> | Categories and grammatical functions                                     |   | Lecture-discussion, group activities      | 1 | Grammatical competence, language production |



|                  |  |              |   |   |   |
|------------------|--|--------------|---|---|---|
| 11 <sup>th</sup> | Exercises on categories and grammatical functions  |              | Individual and group activities                                   | 1 | Grammatical competence, language production |
| 12 <sup>th</sup> | Figures of speech  |              | Lecture-discussion, group activities                              | 1 | Grammatical competence, language production |
| 13 <sup>th</sup> | Use of adverbs   |              | Lecture-discussion, group activities                              | 1 | Grammatical competence, language production |
| 14 <sup>th</sup> | « Les rapports temporels: simultanéité, antériorité, postériorité et l'expression du temps »   |              | Lecture-discussion, group activities                              | 1 | Grammatical competence, language production |
| 15 <sup>th</sup> | Evaluation   | Presentation |   | 1 |   |
| <b>9.</b>        | <b>Number of Notional Hours:</b>   |              |   |   |   |
|                  | 1. Lecture Hours – 30 hrs  |              | 3. Self-study and Homework Preparation Hours – 170 hours          |   |   |
|                  | 2. Tutorial / Practical / Presentation Hours –   |              | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |   |
| <b>10.</b>       | <b>Evaluation and Assessment:</b>  |              |   |   |   |
|                  | <b>In Course Evaluation (Assessment) 40% from Total Marks Allocated</b>  |              |   |   |   |
|                  | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |              |   |   |   |
|                  | Language skills and presentation skills  |              |   |   |   |
|                  | <b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b>   |              |   |   |   |
|                  | <b>Question Paper:</b>   |              |   |   |   |
| <b>11.</b>       | <b>Recommended Readings:</b>   |              |   |   |   |
|                  | - C. Morhange-Begue (2003) <i>Les fautes de français les plus courantes</i> , Hatier   |              |   |   |   |
|                  | - Geneviève-Dominique de Salins(2004) <i>Grammaire pour l'enseignement et l'apprentissage de FLE</i> , Didier (Didactique du français) |              |   |   |   |
|                  | - Claude Kannas (2011) <i>Bescherelle Le dictionnaire des difficultés</i>  |              |   |   |   |

|    |   |   |                   |  |                |   |
|----|---|---|-------------------|--|----------------|---|
| 1. | <b>Code of the Course Unit</b>  | <b>FREN 21524</b>   |                   |  |                |   |
| 2. | <b>Title of the Course Unit</b>   | <b>Cultural Policies&amp; Social values 1 : XVI - XX</b>                |                   |  |                |   |
| 3. | <b>Number of Credits</b>  | <b>04</b>   |                   |  |                |   |
| 4. | <b>Coordinator of the Course Unit</b>   | <b>Dr. Samantha Jayawardena</b>   |                   |  |                |   |
| 5. | <b>Course Type</b>  | Compulsory  |                   |  |                |   |
| 6. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- posses the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |   |                   |  |                |   |
| 7. | <p><b>Main objective of the course</b></p> <p>The main objective of the course unit to introduce the students to the main events of historical, cultural and social value in France from XVI –XX centuries.</p>   |   |                   |  |                |   |
| 8. | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. identify and explain changing social and cultural phenomena from XVI – XX centuries</li> <li>2. analyze the importance of major events in the history of France</li> <li>3. examine and evaluate the contribution of world renown French artists, sculptors, architects etc.</li> <li>4. compose a review of a film</li> </ol>  |   |                   |  |                |   |
| 9. | <b>Contents</b>   |   |                   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b>  |
|    | <b>Week</b>   | <b>Main Themes</b>  | <b>Sub Themes</b> |  |                |   |
|    | 1 <sup>st</sup>   | Introduction to the course unit, Introduction to the XVI century France |                   | Lecture, discussion, video screening                     | 1              | Select/analyze/synthesize relevant data |

|                 |  |  |   |       |  |
|-----------------|--|--|---|-------|--|
| 2 <sup>nd</sup> | Renaissance and François I                       | Renaissance in France<br>François I -<br>Governance,<br>contribution to the arts             | Group presentation, discussion,<br>video/documentary screening<br>web based research                | 1,2   | Collaboration,<br>Presentation<br>skills,<br>IT knowledge,<br>Critical thinking,<br>Select/analyze/syn<br>thesize relevant<br>data |
| 3 <sup>rd</sup> | Religious wars in Europe and France              | The Protestantism reformation  | Group/individual presentation,<br>video/documentary screening,<br>discussion,<br>web based research | 1,2   | Collaboration,<br>Presentation<br>skills,<br>IT knowledge,<br>Critical thinking,<br>Select/analyze/syn<br>thesize relevant<br>data |
| 4 <sup>th</sup> | Review of a historical film                      | Film based on religious wars ( <i>La reine Margot</i> , <i>Elizabeth: the Golden Age</i> )   | Film screening, discussion on writing a review  | 1,2,3 | Critical thinking,<br>Select/analyze/syn<br>thesize relevant<br>data,<br>Analytical skills   |
| 5 <sup>th</sup> | Louis XIV and the absolutism (absolute monarchy) | Governance,<br>contribution to the arts,<br>wars, luxury life,<br>construction of Versailles | Group presentations, discussion,<br>video/documentary screenings,<br>web based research             | 1,2   | Collaboration,<br>Presentation<br>skills,<br>IT knowledge,<br>Critical thinking,<br>Select/analyze/syn<br>thesize relevant<br>data |
| 6 <sup>th</sup> | French Revolution (1789)                         | Reasons, key figures,<br>changes, revolutionary<br>symbols, human rights<br>declaration      | Group presentations, discussion,<br>video/documentary screenings,<br>web based research             | 1,2   | Collaboration,<br>Presentation<br>skills,<br>IT knowledge,<br>Critical thinking,<br>Select/analyze/syn<br>thesize relevant<br>data |

|                 |                                     |   |   |     |  |
|-----------------|-------------------------------------|---|---|-----|--|
|                 |                                     |   |   |     |  |
| 7 <sup>th</sup> | First Emperor – Napoleon            | Governance, changes, wars, contribution   | Group presentations, discussion, video/documentary screenings, web based research | 1,2 | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>      | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |     |  |
| 9 <sup>th</sup> | The industrial revolution in France |   | Group presentations, discussion, video/documentary screenings, web based research | 1,2 | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |

|                  |  |  |   |       |  |
|------------------|--|--|---|-------|--|
| 10 <sup>th</sup> | Exploration and beginning of French colonization |  | Group presentations, discussion, video/documentary screenings, web based research | 1,2   | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |
| 11 <sup>th</sup> | Painting and sculpture                           | Famous French painters and sculptors: Monet, Rodin, Matisse, Renoir etc. | Group presentations, discussion, video/documentary screenings, web based research | 1,2   | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |
| 12 <sup>th</sup> | Architecture                                     | Chateaux in France: Versailles, Louvre, Lois etc.                        | Group presentations, discussion, video/documentary screenings, web based research | 1,2,3 | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |
| 13 <sup>th</sup> | Press in France (print, tv, and other media)     |  | Group presentations, discussion, video/documentary screenings, web based research | 1,2   | Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |

|            |   |  |   |   |   |
|------------|---|--|---|---|---|
|            |   |  |   |   |   |
|            | 14 <sup>th</sup>                                  | Evolution of Fashion and fashion designers in France |   | Group presentations, discussion, video/documentary screenings, web based research | 1,2,3<br>Collaboration, Presentation skills, IT knowledge, Critical thinking, Select/analyze/synthesize relevant data |
|            | 15 <sup>th</sup>                                  | Presentations  |   | Group activity, Discussion  | 1,2,3,4<br>Critical thinking, Select/analyze/synthesize relevant data, Problem solving, collaboration                 |
| <b>10.</b> | <b>Number of Notional Hours:</b>                  |  |   |   |   |
|            | 1. Lecture Hours – 26                             |  | 3. Self-study and Homework Preparation Hours – 170                |   |   |
|            | 2. Tutorial / Practical / Presentation Hours – 04 |  | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |   |
| <b>11.</b> | <b>Evaluation and Assessment:</b>                 |  |   |   |   |

|     |   |
|-----|---|
|     | <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>Collaboration, Presentation skills, use of IT knowledge, Critical thinking, Select/analyze/synthesize relevant data</p>   |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper: 100% assessments</b></p>  |
| 12. | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. M. Martin-Baltar, (1995) <i>La France aux cent visages</i>, Hatier/Didier</li> <li>2. Le Grand Larousse, (2015), <i>L'Histoire de France</i>, Larousse</li> <li>3. <i>L'Histoire de la France</i>, (2002) éditions Nathan</li> <li>4. La collection <i>Histoire-Géographie</i></li> </ol> |

|     |   |   |
|-----|---|---|
| 1.  | <b>Code of the Course Unit</b>  | <b>FREN 23536</b>   |
| 2.  | <b>Title of the Course Unit</b>   | General Skills of Comprehension & Expression (Semester 1) |
| 3.  | <b>Number of Credits</b>  | <b>06</b>   |
| 4.  | <b>Coordinator of the Course Unit</b>   | Professor Niroshini Gunasekera                            |
| 5.  | <b>Course type</b>  | Compulsory  |
| 6.  | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- posses the C1 level (Common European Framework of Reference for Languages) <ol style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ol> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |   |
| 77. | <p><b>Main objective of the course</b></p> <ol style="list-style-type: none"> <li>1. <b>Comprehension of French written texts</b></li> <li>2. <b>Writing (any form of written texts: advertisements, essays, guided composition, creative writing etc.)</b></li> </ol>  |   |

|                       |   |                   |  |  |                               |  |
|-----------------------|---|-------------------|--|--|-------------------------------|--|
| <b>8.</b>             | <b>Expected/Intended Learning Outcomes (ILOs)</b><br>At the completion of this course student will be able to; <ol style="list-style-type: none"> <li>1. understand a literary or non-literary text</li> <li>2. formulate coherent arguments</li> <li>3. analyze, compare and contrast texts, arguments and responses</li> <li>4. respond coherently in written or oral form to defined questions</li> <li>5. produce a written text according to defined structures</li> </ol> |                   |  |  |                               |  |
| <b>9.</b>             | <b>Contents</b>   |                   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>           | <b>Main Themes</b>  | <b>Sub Themes</b> |  |  |                               |  |
| <b>1<sup>st</sup></b> | Text 1  | Comprehension     | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5  | Reading, Speaking and Writing |  |
| <b>2<sup>nd</sup></b> | Text 1 Continued  | Essay Writing     | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Defining Key words</li> <li>- Preparing arguments</li> <li>- Preparing the structure of essay</li> </ul>   | 1,2,3,4,5  | Speaking and Writing          |  |
| <b>3<sup>rd</sup></b> | Text 2  | Comprehension     | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Identifying new words</li> <li>- Discovering unknown aspects in French society</li> <li>- Assume the underlying message</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul> | 1,2,3,4,5  | Reading, Speaking and Writing |  |



|                 |                                |   |   |           |  |
|-----------------|--------------------------------|---|---|-----------|--|
| 4 <sup>th</sup> | Text 2<br>Continued            | Writing   | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Identifying key words</li> <li>- Preparing an awareness campaign based on a text related to French culture</li> </ul> | 1,2,3,4,5 | Speaking and Writing                     |
| 5 <sup>th</sup> | Text 3<br>Literary Text        | Comprehension   | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>   | 1,2,3,4,5 | Reading, speaking and writing            |
| 6 <sup>th</sup> | Text 3<br>Continued            | Essay Writing   | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Defining Key words</li> <li>- Preparing arguments</li> <li>- Preparing a creative writing text</li> </ul>             | 1,2,3,4,5 | Speaking, Writing                        |
| 7 <sup>th</sup> | Text 4                         | Comprehension   | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>   | 1,2,3,4,5 | Reading, Speaking, Writing               |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |           |  |
| 9 <sup>th</sup> | Lesson 5                       | Writing   | <ul style="list-style-type: none"> <li>- Based on key words</li> <li>- Discussion, arguments, preparing structure for a written text</li> </ul>   | 1,2,3,4,5 | Reading, Listening, Speaking and Writing |

|                  |                                      |               |  |           |                            |
|------------------|--------------------------------------|---------------|--|-----------|----------------------------|
| 10 <sup>th</sup> | Text 5                               | Comprehension | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5 | Reading, Speaking, Writing |
| 11 <sup>th</sup> | Lesson 7<br>French song              | Comprehension | <ul style="list-style-type: none"> <li>- Listen</li> <li>- Identifying key words</li> <li>- Identifying key theme(s)</li> <li>- Discussion</li> <li>- Comparing with Sinhala songs</li> <li>- Discovering aspects of French culture and art</li> </ul> | 1,2,3,4,5 | Listening, Speaking        |
| 12 <sup>th</sup> | Lesson 8<br>French song continued    | Writing       | <ul style="list-style-type: none"> <li>- Creative writing of a poem</li> </ul>   | 1,2,3,4,5 | Speaking and writing       |
| 13 <sup>th</sup> | Lesson 9<br>French film              | Comprehension | <ul style="list-style-type: none"> <li>- Watch</li> <li>- Identify key themes</li> <li>- Discuss</li> <li>- Compare &amp; contrast artistic creations of different countries</li> </ul>  | 1,2,3,4,5 | Listening, speaking        |
| 14 <sup>th</sup> | Text 6                               | Comprehension | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5 | Reading, Speaking, Writing |
| 15 <sup>th</sup> | Text 6 continued                     | Essay Writing | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Defining Key words</li> <li>- Preparing arguments</li> <li>- Preparing the structure of the essay</li> </ul>   | 1,2,3,4,5 | Speaking, Writing          |
| <b>10.</b>       | <b>Number of Notional Hours: 300</b> |               |  |           |                            |

|     |  |  |
|-----|--|--|
|     | <p>1. Lecture Hours – 30</p> <p>2. Tutorial / Practical / Presentation Hours – 30</p>  | <p>3. Self-study and Homework Preparation Hours – 120</p> <p>4. Hours for Field Surveys / Factory Visits / Social Activities –</p> |
| 11. | <p><b>Evaluation and Assessment: 3 hour exam at the end of the year + continuous assessments</b></p> <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>40%</p> <p>Reading, Comprehension, Writing</p>  |  |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper: 60%</b></p>  |  |
| 12. | <p><b>Recommended Readings:</b></p> <p>5. <u>Monique Léon</u> (2003) <i>Exercices systématiques de prononciation française</i>, Broché</p> <p>6. <u>Benoit Javaux</u>, <u>Bernard Marliere</u> and <u>Jean-Marie Delbusche</u> (1994) <i>PLUMES. Pratiques impertinentes de l'écriture</i>, Broché</p> <p>7. <u>L. Douenel</u>, <u>G. Jackson</u>, and <u>S. Raoul</u> (1994) <i>Si Tu T'Imagines: Atelier De Littérature, Lecture, Ecriture</i>, Didier</p> |  |

|    |                                       |   |
|----|---------------------------------------|---|
| 1. | <b>Code of the Course Unit</b>        | <b>FREN 23536</b>   |
| 2. | <b>Title of the Course Unit</b>       | General Skills of Comprehension & Expression (Semester 2) |
| 3. | <b>Number of Credits</b>              | <b>06</b>   |
| 4. | <b>Coordinator of the Course Unit</b> | Professor Niroshini Gunasekera                            |
| 5. | <b>Course type</b>                    | Compulsory  |

|                       |  |                   |   |  |                               |  |                       |        |               |
|-----------------------|--|-------------------|---|--|-------------------------------|--|-----------------------|--------|---------------|
| 6.                    | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |   |  |                               |  |                       |        |               |
| 7.                    | <p><b>Main objective of the course</b></p> <ol style="list-style-type: none"> <li>1. <b>Comprehension of French written texts</b></li> <li>2. <b>Writing (any form of written texts: advertisements, essays, guided composition, creative writing etc.)</b></li> </ol>   |                   |   |  |                               |  |                       |        |               |
| 8.                    | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. understand a literary or non-literary text</li> <li>2. formulate coherent arguments</li> <li>3. analyze, compare and contrast texts, arguments and responses</li> <li>4. respond coherently in written or oral form to defined questions</li> <li>5. produce a written text according to defined structures</li> </ol>   |                   |   |  |                               |  |                       |        |               |
| 9.                    | <b>Contents</b>  |                   |   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                | <b>Integrated Skills/ Competencies</b> |                       |        |               |
| <b>Week</b>           | <b>Main Themes</b>   | <b>Sub Themes</b> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="225 1489 312 1823" style="text-align: center; vertical-align: middle;"><b>1<sup>st</sup></b></td> <td data-bbox="312 1489 528 1823" style="vertical-align: top;">Text 1</td> <td data-bbox="528 1489 831 1823" style="vertical-align: top;">Comprehension</td> <td data-bbox="831 1489 1161 1823" style="vertical-align: top;"> <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul> </td> <td data-bbox="1161 1489 1337 1823" style="text-align: center; vertical-align: middle;">1,2,3,4,5</td> <td data-bbox="1337 1489 1530 1823" style="vertical-align: middle;">Reading, Speaking and Writing</td> </tr> </table> |  |                               |  | <b>1<sup>st</sup></b> | Text 1 | Comprehension |
| <b>1<sup>st</sup></b> | Text 1   | Comprehension     | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>   | 1,2,3,4,5  | Reading, Speaking and Writing |  |                       |        |               |

|                 |                         |               |  |           |                               |
|-----------------|-------------------------|---------------|--|-----------|-------------------------------|
| 2 <sup>nd</sup> | Text 1 Continued        | Essay Writing | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Defining Key words</li> <li>- Preparing arguments</li> <li>- Preparing the structure of essay</li> </ul>   | 1,2,3,4,5 | Speaking and Writing          |
| 3 <sup>rd</sup> | Text 2                  | Comprehension | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Identifying new words</li> <li>- Discovering unknown aspects in French society</li> <li>- Assume the underlying message</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul> | 1,2,3,4,5 | Reading, Speaking and Writing |
| 4 <sup>th</sup> | Text 2 Continued        | Writing       | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Identifying key words</li> <li>- Preparing an awareness campaign based on a text related to French culture</li> </ul>  | 1,2,3,4,5 | Speaking and Writing          |
| 5 <sup>th</sup> | Text 3<br>Literary Text | Comprehension | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5 | Reading, speaking and writing |

|                  |                                |   |  |           |  |
|------------------|--------------------------------|---|--|-----------|--|
| 6 <sup>th</sup>  | Text 3<br>Continued            | Essay Writing   | <ul style="list-style-type: none"> <li>- Based on the text of the previous week:</li> <li>- Defining Key words</li> <li>- Preparing arguments</li> <li>- Preparing a creative writing text</li> </ul>  | 1,2,3,4,5 | Speaking, Writing                        |
| 7 <sup>th</sup>  | Text 4                         | Comprehension   | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5 | Reading, Speaking, Writing               |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |  |           |  |
| 9 <sup>th</sup>  | Lesson 5                       | Writing   | <ul style="list-style-type: none"> <li>- Based on key words</li> <li>- Discussion, arguments, preparing structure for a written text</li> </ul>  | 1,2,3,4,5 | Reading, Listening, Speaking and Writing |
| 10 <sup>th</sup> | Text 5                         | Comprehension   | <ul style="list-style-type: none"> <li>- Based on a given text:</li> <li>- Read</li> <li>- Discuss</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Respond</li> </ul>  | 1,2,3,4,5 | Reading, Speaking, Writing               |
| 11 <sup>th</sup> | Lesson 7<br>French song        | Comprehension   | <ul style="list-style-type: none"> <li>- Listen</li> <li>- Identifying key words</li> <li>- Identifying key theme(s)</li> <li>- Discussion</li> <li>- Comparing with Sinhala songs</li> <li>- Discovering aspects of French culture and art</li> </ul> | 1,2,3,4,5 | Listening, Speaking                      |

|                  |  |               |  |           |                                  |
|------------------|--|---------------|--|-----------|----------------------------------|
| 12 <sup>th</sup> | Lesson 8<br>French song<br>continued   | Writing       | - Creative writing of<br>a poem  | 1,2,3,4,5 | Speaking and<br>writing          |
| 13 <sup>th</sup> | Lesson 9<br>French film  | Comprehension | - Watch<br>- Identify key themes<br>- Discuss<br>- Compare & contrast artistic<br>creations of different<br>countries                            | 1,2,3,4,5 | Listening,<br>speaking           |
| 14 <sup>th</sup> | Text 6   | Comprehension | - Based on a given<br>text:<br>- Read<br>- Discuss<br>- Comprehend<br>- Analyze<br>- Respond   | 1,2,3,4,5 | Reading,<br>Speaking,<br>Writing |
| 15 <sup>th</sup> | Text 6 continued   | Essay Writing | - Based on the text of<br>the previous week:<br>- Defining Key words<br>- Preparing<br>arguments<br>- Preparing the<br>structure of the<br>essay | 1,2,3,4,5 | Speaking,<br>Writing             |
| <b>10.</b>       | <b>Number of Notional Hours: 300</b>   |               |  |           |                                  |
|                  | 1. Lecture Hours – 30  |               | 3. Self-study and Homework Preparation Hours – 120   |           |                                  |
|                  | 2. Tutorial / Practical / Presentation Hours – 30  |               | 4. Hours for Field Surveys / Factory Visits / Social Activities –  |           |                                  |
| <b>11.</b>       | <b>Evaluation and Assessment: 3 hour exam at the end of the year + continuous assessments</b>  |               |  |           |                                  |
|                  | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |               |  |           |                                  |
|                  | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |               |  |           |                                  |
|                  | 40%  |               |  |           |                                  |
|                  | Reading, Comprehension, Writing  |               |  |           |                                  |
|                  | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |               |  |           |                                  |
|                  | <b>Question Paper: 60%</b>   |               |  |           |                                  |

|            |   |
|------------|---|
| <b>12.</b> | <p><b>Recommended Readings:</b></p> <p>8. <u>Monique Léon</u>(2003) <i>Exercices systématiques de prononciation française</i>, Broché</p> <p>9. <u>Benoit Javaux</u>, <u>Bernard Marliere</u> and <u>Jean-Marie Delbuscheche</u> (1994) <i>PLUMES. Pratiques impertinentes de l'écriture</i>, Broché</p> <p>10. <u>L. Douenel</u>, <u>G. Jackson</u>, and <u>S. Raoul</u> (1994) <i>Si Tu T'Imagines: Atelier De Littérature, Lecture, Ecriture</i>, Didier</p> |
|------------|---|

|           |  |   |
|-----------|--|---|
| <b>1.</b> | <b>Code of the Course Unit</b>   | <b>FREN 21544</b>                               |
| <b>2.</b> | <b>Title of the Course Unit</b>  | <b>French Literature: History &amp; Texts I</b> |
| <b>3.</b> | <b>Number of Credits</b>   | <b>04</b>                                       |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>  | Professor Niroshini Gunasekera                  |
| <b>5.</b> | <b>Course type</b>   | Compulsory                                      |
| <b>6.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> </ul> |   |
| <b>7.</b> | <p><b>Main objective of the course</b></p> <p>Introduction to French Literature, History and Texts<br/> Study of Literary extracts, novels poetry, drama etc.<br/> Critically analyze a literary text/extract of a text according to the norms of critical analysis<br/> Discuss various literary, cultural and political aspects in French literature and history</p>   |   |



|                 |   |  |                      |  |                              |  |
|-----------------|---|--|----------------------|--|------------------------------|--|
| 8.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of literary works, their background and history</li> <li>2. Analyze literary works according to norms of literary criticism</li> <li>3. Apply techniques of literary criticism to build up a coherent analysis</li> </ol> |  |                      |  |                              |  |
| 9.              | <b>Contents</b>   |  |                      | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>               | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>  | <b>Sub Themes</b>  |                      |  |                              |  |
| 1 <sup>st</sup> | Introduction to an author of French Literature  | Background and History:<br>His/her time, his/her methods/<br>particularities of his/her works etc. | Lecture              | 1  | Listening, Speaking          |  |
| 2 <sup>nd</sup> | Introduction to extracts  | Importance of the extract, its representation of a certain literary norm and a period etc.         | Lecture + discussion | 1,2,3  | Reading, Listening, Speaking |  |
| 3 <sup>rd</sup> | Introduction to a designated literary work  |  | Lecture + discussion | 1,2,3  | Reading, Listening, Speaking |  |
| 4 <sup>th</sup> | Continuation of the said work   |  | Lecture + discussion | 1,2,3  | Reading, Listening, Speaking |  |

|                  |                                |   |   |       |   |
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| 5 <sup>th</sup>  | Continuation of the said work  |   | Lecture + discussion                                  | 1,2,3 | Reading, Listening, Speaking            |
| 6 <sup>th</sup>  | Continuation of the said work  | Analysis of an extract:<br>Structure of an analysis   | Lecture + discussion                                  | 1,2,3 | Reading, Listening, Speaking<br>Writing |
| 7 <sup>th</sup>  | Continuation of the said work  |   | Lecture + discussion                                  | 1,2,3 | Reading, Listening, Speaking            |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |       |   |
| 9 <sup>th</sup>  | Continuation of the said work  |   | Lecture + discussion                                  | 1,2,3 | Reading, Listening, Speaking            |
| 10 <sup>th</sup> | Continuation of the said work  |   | Lecture + discussion + Class presentation by students | 1,2,3 | Reading, Listening, Speaking            |

|            |  |   |   |                      |       |                                      |
|------------|--|---|---|----------------------|-------|--------------------------------------|
|            | 11 <sup>th</sup>   | Continuation of the said work   | Analysis  | Lecture + discussion | 1,2,3 | Reading, Listening, Speaking Writing |
|            | 12 <sup>th</sup>   | Continuation of the said work   | Analysis  | Lecture + discussion | 1,2,3 | Reading, Listening, Speaking Writing |
|            | 13 <sup>th</sup>   | Continuation of the said work   | Mock test of an analysis  | Lecture + discussion | 1,2,3 | Reading, Listening, Speaking Writing |
|            | 14 <sup>th</sup>   | Continuation of the said work/<br>Watch a film based on the said work |   | Lecture + discussion | 1,2,3 | Reading, Listening, Speaking         |
|            | 15 <sup>th</sup>   | Continuation and conclusion of the said work                          |   | Lecture + discussion | 1,2,3 | Reading, Listening, Speaking         |
| <b>10.</b> | <b>Number of Notional Hours: (50x4=200 notional hours)</b> |   |   |                      |       |                                      |
|            | 1. Lecture Hours – 30                                      |   | 3. Self-study and Homework Preparation Hours – 140                |                      |       |                                      |
|            | 2. Tutorial / Practical / Presentation Hours –             |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                      |       |                                      |
| <b>11.</b> | <b>Evaluation and Assessment:</b>                          |   |   |                      |       |                                      |

|     |   |
|-----|---|
|     | <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>10%</p>   |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper: 25%</b></p>   |
| 12. | <p><b>Recommended Readings:</b></p> <p>1. French writers from the 17<sup>th</sup> to the 21st Century: Molière, Racine, Corneille, Montesquieu, Hugo, Laclos, Bernardin de Saint-Pierre, Charles Perrault, La Fontaine, Flaubert, Balzac, Stendhal, Zola, Maupassant, Duras, Camus, Sartre, Beauvoir and other contemporary authors</p> |

|    |  |                                       |
|----|--|---------------------------------------|
| 1. | <b>Code of the Course Unit</b>   | FREN 21544                            |
| 2. | <b>Title of the Course Unit</b>  | French Literature : History & Texts I |
| 3. | <b>Number of Credits</b>   | 04                                    |
| 4. | <b>Course type</b>   | Compulsory                            |
| 5. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                       |

|                 |  |                   |  |  |                |  |
|-----------------|--|-------------------|--|--|----------------|--|
| 6.              | <p><b>Main objective of the course</b></p> <p>The main objective of this course is to create an overview of the history and the different trends/schools of French Literature</p>  |                   |  |  |                |  |
| 7.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Analyze literary works according to norms of literary criticism</li> <li>2. Discuss various literary, cultural and political aspects in French literature and history</li> </ol> |                   |  |  |                |  |
| 8.              | <b>Contents</b>  |                   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>   | <b>Sub Themes</b> |  |  |                |  |
| 1 <sup>st</sup> | « Le Moyen Age »   |                   |  |  |                |  |
| 2 <sup>nd</sup> | Charlemagne and the feudal system  |                   |  |  |                |  |
| 3 <sup>rd</sup> | Medieval literature  |                   |  |  |                |  |

|                 |  |   |   |     |                                    |
|-----------------|--|---|---|-----|------------------------------------|
| 4 <sup>th</sup> | <i>La chanson de geste</i>             |   | Discussions, group/individual written/oral presentations, film/documentary screenings | 1,2 | Critical analysis, language skills |
| 5 <sup>th</sup> | <i>La chanson de Roland</i>            |   | Discussions, group/individual written/oral presentations, film/documentary screenings | 1,2 | Critical analysis, language skills |
| 6 <sup>th</sup> | “La littérature courtoise”             |   | Discussions, group/individual written/oral presentations, film/documentary screenings | 2   | Critical analysis, language skills |
| 7 <sup>th</sup> | An extract of <i>Tristan et Iseult</i> |   | Discussions, group/individual written/oral presentations, film/documentary screenings | 1,2 | Critical analysis, language skills |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>         | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |     |                                    |
| 9 <sup>th</sup> | A literary analysis of a given extract |   | Discussions, group/individual written/oral presentations                              | 1,2 | Critical analysis, language skills |

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| 10 <sup>th</sup> | <i>Roman de la Table</i>                              |  | Discussions, group/individual written/oral presentations                 | 1,2 | Critical analysis, language skills |
| 11 <sup>th</sup> | <i>Roman de la Rose</i>                               |  | Discussions, group/individual written/oral presentations                 | 1,2 | Critical analysis, language skills |
| 12 <sup>th</sup> | “La littérature bourgeoise”                           |  | Discussions, group/individual written/oral presentations                 | 2   | Critical analysis, language skills |
| 13 <sup>th</sup> | <i>Le roman de Renart</i>                             |  | Discussions, group/individual written/oral presentations                 | 1,2 | Critical analysis, language skills |
| 14 <sup>th</sup> | An extract of <i>Pantagruel</i> of Rabelais           |  | Discussions, group/individual written/oral presentations                 | 1,2 | Critical analysis, language skills |
| 15 <sup>th</sup> | An extract of <i>Candide</i> of Voltaire              |  | Discussions, group/individual written/oral presentations                 | 1,2 | Critical analysis, language skills |
| <b>9.</b>        | <b>Number of Notional Hours:</b>                      |  |  |     |                                    |
|                  | <b>1. Lecture Hours – 30</b>                          |  | <b>3. Self-study and Homework Preparation Hours – 140</b>                |     |                                    |
|                  | <b>2. Tutorial / Practical / Presentation Hours –</b> |  | <b>4. Hours for Field Surveys / Factory Visits / Social Activities –</b> |     |                                    |

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| 10. | <b>Evaluation and Assessment:</b>  |
|     | <p><b>In Course Evaluation (Mid Semester Evaluation) -% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>  |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) -% from Total Marks Allocated</b></p> <p><b>Question Paper:</b></p>   |
| 11. | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>- André Juillard, François Roca, Jacqueline Mirande, <i>Contes et Légendes du Moyen Age</i>, Nathan</li> <li>- Rene Pomeau, <i>Histoire de la littérature française de Fénelon à Voltaire</i>, Garnier Flammarion</li> <li>- Literary work of Honoré de Balzac, Guy de Maupassant, Gustave Flaubert and other 19 th century French writers</li> </ul> |

|    |  |                                       |
|----|--|---------------------------------------|
| 1. | <b>Code of the Course Unit</b>   | FREN 22554                            |
| 2. | <b>Title of the Course Unit</b>  | French Literature: History & Texts II |
| 3. | <b>Number of Credits</b>   | <b>04</b>                             |
| 4. | <b>Coordinator of the Course Unit</b>  | Dr. Samantha Jayawardena              |
| 5. | <b>Course type</b>   | Compulsory                            |
| 6. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                       |



|                 |   |                   |   |  |                   |   |  |
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| 7.              | <p><b>Main objective of the course</b></p> <p>The main objective of the course unit is to introduce French literature based on prescribed works.</p>  |                   |   |  |                   |   |  |
| 8.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Analyze a literary text/an extract</li> <li>2. Analyze a literary text according to the norms of critical analysis</li> <li>3. Discuss various literary, cultural and political aspects in French literature and history</li> </ol> |                   |   |  |                   |   |  |
| 9.              | <b>Contents</b>   |                   |   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>No. of Hrs</b> | <b>ILO No.</b>  | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>  | <b>Sub Themes</b> |   |  |                   |   |  |
| 1 <sup>st</sup> | Introduction to the writer, the prescribed text, the period, the literary movement  |                   | Lecture, Discussion, web research, video, | 3  |                   | Collaboration, organization, documentation, Use of IT knowledge |  |
| 2 <sup>nd</sup> | Discussion of the prescribed text, introduction to the plot, the characters and the main themes.  |                   | Lecture, Discussion                       | 1,2,3  |                   | Critical thinking   |  |

|                 |   |   |                                   |       |   |
|-----------------|---|---|-----------------------------------|-------|---|
| 3 <sup>rd</sup> | Further discussion of the themes, the characters, the writing style and other important aspects |   | Lecture, Discussion               | 1,2,3 | Critical thinking                                     |
| 4 <sup>th</sup> | Further discussion of the themes, the characters, the writing style and other important aspects |   | Lecture, Discussion               | 1,2,3 | Critical thinking                                     |
| 5 <sup>th</sup> | Analyzing a given extract from the prescribed text  |   | Discussion, individual/group work | 1,2,3 | Critical thinking, Problem solving, analytical skills |
| 6 <sup>th</sup> | Continued discussion on the prescribed text focusing on the various important aspects           |   | Discussion, group discussions     | 1,2,3 | Critical thinking                                     |
| 7 <sup>th</sup> | Continued discussion and revision   |   | Lecture, Discussion               | 1,2,3 | Critical thinking, Analytical skills                  |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>  | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                                   |       |   |

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| 9 <sup>th</sup>  | Film screening (of the prescribed text) or other video/document related to the writer, literary movement etc. |  | Film screening                           | 1,3   | Critical thinking, critical evaluation                |
| 10 <sup>th</sup> | Discussion of the film, comparison of the text and the film   |  | Discussion                               | 1,2,3 | Critical thinking, Analytical skills                  |
| 11 <sup>th</sup> | Further discussion of the prescribed text   |  | Lecture, discussion                      | 1,2,3 | Critical thinking                                     |
| 12 <sup>th</sup> | Further discussion of the prescribed text   |  | Group activities (presentations)         | 1,2,3 | Collaboration, critical thinking, Problem solving     |
| 13 <sup>th</sup> | Final discussion, summary and literary analysis   |  | Lecture, discussion                      | 1,2,3 | Critical thinking, Problem solving, Analytical skills |
| 14 <sup>th</sup> | Revision, writing an answer (guidelines, advice, mistakes to be avoided)                                      |  | Discussion, discussion of past questions | 1,2,3 | Critical thinking, Problem solving, Analytical skills |

|            |  |                         |   |                           |       |   |
|------------|--|-------------------------|---|---------------------------|-------|---|
|            | 15 <sup>th</sup>   | End semester evaluation |   | Presentations/class tests | 1,2,3 | Critical thinking, Problem solving, Analytical skills |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                         |   |                           |       |   |
|            | 1. Lecture Hours – 30  |                         | 3. Self-study and Homework Preparation Hours – 140                |                           |       |   |
|            | 2. Tutorial / Practical / Presentation Hours –   |                         | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                           |       |   |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |                         |   |                           |       |   |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>   |                         |   |                           |       |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |                         |   |                           |       |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>   |                         |   |                           |       |   |
|            | <b>Question Paper:</b>   |                         |   |                           |       |   |
| <b>12.</b> | <b>Recommended Readings:</b>   |                         |   |                           |       |   |
|            | <ul style="list-style-type: none"> <li>- Hébert, Louis (2015) <i>L'analyse des textes littéraires : Une méthodologie complète</i>, Classique Garnier</li> <li>- Hébert, Louis (2015) <i>L'analyse des textes littéraires : Une méthodologie complète</i>, Classique Garnier</li> <li>- Works of (20<sup>th</sup>Century): Albert Camus, Marguerite Duras, Simone de Beauvoir, Jean-Paul Sartre and others</li> </ul> |                         |   |                           |       |   |

|           |                                 |                                       |
|-----------|---------------------------------|---------------------------------------|
| <b>1.</b> | <b>Code of the Course Unit</b>  | FREN 22554                            |
| <b>2.</b> | <b>Title of the Course Unit</b> | French Literature: History & Texts II |
| <b>3.</b> | <b>Number of Credits</b>        | 04                                    |
| <b>4.</b> | <b>Course type</b>              | Compulsory                            |

|             |  |                   |                       |  |                |  |                                 |  |
|-------------|--|-------------------|-----------------------|--|----------------|--|---------------------------------|--|
| 5.          | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |                       |  |                |  |                                 |  |
| 6.          | <p><b>Main objective of the course</b></p> <p>The main objective of this course is to create an overview of the history and the different trends/schools of French Literature</p>  |                   |                       |  |                |  |                                 |  |
| 7           | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Analyze a literary text</li> <li>2. Analyze a literary text according to the norms of critical analysis</li> <li>3. Discuss various literary, cultural and political aspects in French literature and history</li> </ol>   |                   |                       |  |                |  |                                 |  |
| 8.          | <b>Contents</b>  |                   |                       | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |                                 |  |
| <b>Week</b> | <b>Main Themes</b>   | <b>Sub Themes</b> | <b>1<sup>st</sup></b> |  |                |  | An extract of a work of Molière |  |

|                 |  |  |  |       |                                    |
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| 2 <sup>nd</sup> | An extract of a work of Racine             |  | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 3 <sup>rd</sup> | An extract of a work of Corneille          |  | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 4 <sup>th</sup> | <i>Les lettres persanes</i> of Montesquieu |  | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 5 <sup>th</sup> | An extract of a work of Hugo               |  | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 6 <sup>th</sup> | A work of Charles Perrault                 |  | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |

|                  |                                    |   |  |       |                                    |
|------------------|------------------------------------|---|--|-------|------------------------------------|
| 7 <sup>th</sup>  | Les Fables de la Fontaine          |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>     | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |  |       |                                    |
| 9 <sup>th</sup>  | An extract of a work of Flaubert   |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 10 <sup>th</sup> | An extract of a work of Balzac     |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 11 <sup>th</sup> | An extract of a work of Zola       |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| 12 <sup>th</sup> | An extract of a work of Maupassant |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |

|            |   |                                  |   |  |       |                                    |
|------------|---|----------------------------------|---|--|-------|------------------------------------|
|            | 13 <sup>th</sup>  | An extract of a work of Duras    |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
|            | 14 <sup>th</sup>  | An extract of a work of Sartre   |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
|            | 15 <sup>th</sup>  | An extract of a work of Beauvoir |   | Lectures, Tutorials, Films/Drama and other audio-visual material, self-study | 1,2,3 | Critical analysis, language skills |
| <b>9.</b>  | <b>Number of Notional Hours:</b>  |                                  |   |  |       |                                    |
|            | 1. Lecture Hours – 30 hrs   |                                  | 3. Self-study and Homework Preparation Hours – 140hrs             |  |       |                                    |
|            | 2. Tutorial / Practical / Presentation Hours –  |                                  | 4. Hours for Field Surveys / Factory Visits / Social Activities – |  |       |                                    |
| <b>10.</b> | <b>Evaluation and Assessment:</b>   |                                  |   |  |       |                                    |
|            | <b>In Course Evaluation (Mid Semester Evaluation) -% from Total Marks Allocated</b>   |                                  |   |  |       |                                    |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>   |                                  |   |  |       |                                    |
|            | <b>End of Course Evaluation (End Semester Evaluation) -% from Total Marks Allocated</b>   |                                  |   |  |       |                                    |
|            | <b>Question Paper:</b>  |                                  |   |  |       |                                    |
| <b>11.</b> | <b>Recommended Readings:</b>  |                                  |   |  |       |                                    |
|            | <ul style="list-style-type: none"> <li>- Hébert, Louis (2015) <i>L'analyse des textes littéraires : Une méthodologie complète</i>, Classique Garnier</li> <li>- Works of (20 th Century): Albert Camus, Marguerite Duras, Simone de Beauvoir, Jean-Paul Sartre and others</li> <li>- Works of (21 st Century): Emmanuel Carrère, David Foenkinos, Patrick Modiano, Michel Houellebecq, Marine N'Diaye and others</li> </ul> |                                  |   |  |       |                                    |

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| <b>1.</b> | <b>Code of the Course Unit</b> | <b>FREN 22564</b> |
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| <b>2.</b> | <b>Title of the Course Unit</b>  | <b>Translation and Interpretation</b>   |  |  |                |   |
| <b>3.</b> | <b>Number of Credits</b>   | <b>04</b>   |  |  |                |   |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>  | Dr. Samantha Jayawardena  |  |  |                |   |
| <b>5.</b> | <b>Course type</b>   | Compulsory  |  |  |                |   |
| <b>6.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |   |  |  |                |   |
| <b>7.</b> | <p><b>Main objective of the course</b></p> <p>The main objective is to introduce the students to the basic methods of translation. The students will practice translating from French to Sinhala/English and from Sinhala/English to French. Texts/extracts will be taken from literary and non-literary texts.</p>  |   |  |  |                |   |
| <b>8.</b> | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of the course unit the student will be able to;</p> <ol style="list-style-type: none"> <li>1. translate in to and from French (in to and from Sinhala and/or English) without changing the meaning and register</li> <li>2. translate in to French and from French (in to and from Sinhala and/or English) different type of texts</li> <li>3. identify two types of interpretation – simultaneous and consecutive</li> <li>4. interpret extracts of speeches in to and from French (in to and from Sinhala and/or English) without changing the meaning and the register</li> </ol>   |   |  |  |                |   |
| <b>9.</b> | <b>Contents</b>  |   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b>                    |
|           | <b>Week</b>  | <b>Main Themes</b>  | <b>Sub Themes</b>  |  |                |   |
|           | 1 <sup>st</sup>  | Introduction to the course unit, translation, discussion on translations read by students, and translating. | Translating from French to English/Sinhala – literary text | Discussions, group work                                  | 1,2            | Collaboration, critical/logical thinking, problem solving |
|           |  | Introduction to Interpretation: Simultaneous and Consecutive interpretation                                 |  | Video screening, documentaries on interpretation         | 3,4            |   |

|                 |   |  |   |     |   |
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| 2 <sup>nd</sup> | Correction of the translation   | Focus on language expressions and register | Discussions, group work   | 1,2 | Collaboration, critical/logical thinking, problem solving |
|                 | Consecutive interpretation from French to English                     | Focus on language register (soutenu)       | Individual work, discussions, Video screening of speeches delivered in French | 3,4 |   |
| 3 <sup>rd</sup> | Translating from English to French (literary text)                    | Focus on language expression and register  | Discussions, individual work  | 1,2 | critical/logical thinking, problem solving                |
|                 | Consecutive interpretation from French to English                     | Focus on language register (soutenu)       | Individual work, discussions, Video screening of speeches delivered in French | 3,4 |   |
| 4 <sup>th</sup> | Correction of the translation   |  | Discussion  | 1,2 | critical/logical thinking, problem solving                |
|                 | Consecutive interpretation English to French                          | Focus on language register (soutenu)       | Individual work, discussions Video screening of speeches delivered in English | 3,4 |   |
| 5 <sup>th</sup> | Translating from French to English (nonliterary text – press article) | Focus on language expressions and register | Discussion, individual work   | 1,2 | critical/logical thinking, problem solving                |
|                 | Consecutive interpretation English to French                          |  | Individual work, discussions Video screening of speeches delivered in English | 3,4 |   |

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| 6 <sup>th</sup>  | Correction of the press article, discussion on the difficulties         | Focus on translating technical terms  | Discussion   | 1,2 | critical/logical thinking, problem solving |
|                  | Consecutive interpretation French to Sinhala                            | Focus on language register (soutenu)  | Individual work, discussions<br>Video screening of speeches delivered in Sinhala | 3,4 |  |
| 7 <sup>th</sup>  | Revision, summary and discussion  |   | Discussion   | 1,2 | critical/logical thinking, problem solving |
|                  | Revision, summary and discussion  |   | Discussion   | 3,4 |  |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>  | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |  |     |  |
| 9 <sup>th</sup>  | 07 Translation procedures – Vinay & Darbelnet<br>Discussion of examples |   | Lecture and discussion   | 1,2 | critical/logical thinking, problem solving |
|                  | Simultaneous interpretation from French to Sinhala                      | Focus on language register (soutenu)  | Individual work, discussions, Video screening of speeches delivered in French    | 3,4 |  |
| 10 <sup>th</sup> | Translating from Sinhala to French (literary text)                      |   | Individual/group work  | 1,2 | critical/logical thinking, problem solving |

|                  |  |   |  |     |  |
|------------------|--|---|--|-----|--|
|                  | Simultaneous interpretation from French to Sinhala     | Focus on language register ( soutenu)     | Individual work, discussions, Video screening of speeches delivered in French  | 3,4 |  |
| 11 <sup>th</sup> | Correction of the translation                          |   | Discussion   | 1,2 | critical/logical thinking, problem solving |
|                  | Simultaneous interpretation from English to French     | Focus on language register ( soutenu)     | Individual work, discussions, Video screening of speeches delivered in English | 3,4 |  |
| 12 <sup>th</sup> | Translation from French to Sinhala (literary text)     | Focus on tense, expressions, and register | Individual/group work  | 1,2 | critical/logical thinking, problem solving |
|                  | Simultaneous interpretation from English to French     | Focus on language register ( soutenu)     | Individual work, discussions, Video screening of speeches delivered in English | 3,4 |  |
| 13 <sup>th</sup> | Correction of the translation                          |   | Discussion   | 1,2 | critical/logical thinking, problem solving |
|                  | Simultaneous Interpretation French to Sinhala          | Focus on language register ( soutenu)     | Individual work, discussions, Video screening of speeches delivered in French  | 3,4 |  |
| 14 <sup>th</sup> | Translating from French to English (non literary text) | recipe/manual/ brochure                   | Group work   | 1,2 | critical/logical thinking, problem solving |
|                  | Simultaneous interpretation French to Sinhala          | Focus on language register ( soutenu)     | Individual work, discussions, Video screening of speeches delivered in French  | 3,4 |  |
| 15 <sup>th</sup> | Revision   |   | Discussion of past questions   | 1,2 | critical/logical thinking, problem solving |
|                  | Revision   |   | Discussion   | 3,4 |  |

|   |  |                       |  |   |
|---|--|-----------------------|--|---|
| 9.  | <b>Number of Notional Hours:</b>   |                       |  |   |
|   | <table border="0"> <tr> <td>1. Lecture Hours – 30</td> <td>3. Self-study and Homework Preparation Hours – 140</td> </tr> <tr> <td>2. Tutorial / Practical / Presentation Hours – 30</td> <td>4. Hours for Field Surveys / Factory Visits / Social Activities –</td> </tr> </table>   | 1. Lecture Hours – 30 | 3. Self-study and Homework Preparation Hours – 140 | 2. Tutorial / Practical / Presentation Hours – 30 |
| 1. Lecture Hours – 30                             | 3. Self-study and Homework Preparation Hours – 140   |                       |  |   |
| 2. Tutorial / Practical / Presentation Hours – 30 | 4. Hours for Field Surveys / Factory Visits / Social Activities –  |                       |  |   |
| 10.   | <b>Evaluation and Assessment:</b>  |                       |  |   |
|   | <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>critical/logical thinking, problem solving</p>   |                       |  |   |
|   | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper: 60%</b></p>  |                       |  |   |
| 11.   | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Wickramasighe, Martin. <i>Viragaya ou le non-attachement</i>, (French translation), Ven. Mandawala Pannawansa, L'Harmattan, Lettres Asiatiques, 1995</li> <li>2. Jayakody, Jayasena. <i>Et Siddhartha devint Bouddha</i>, (French translation), Ven. Mandawala Pannawansa, Editions Prajña, 2005</li> <li>3. Foenkinos, David. <i>Avarjana</i> (Sinhala translation), Niroshini Gunesequera, 2019</li> <li>4. J.P. Vinay, and J. Darbelnet, <i>Stylistique comparée du français et de l'anglais, méthode de traduction</i>, Didier, 1977</li> <li>5. Published translations in French and Sinhala (directly translated from and in to French/Sinhala)</li> </ol> |                       |  |   |

|    |                                 |   |
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| 1. | <b>Code of the Course Unit</b>  | FREN 22574  |
| 2. | <b>Title of the Course Unit</b> | Cultural Policies & Social Values II: Current Social- Cultural Trends in France |
| 3. | <b>Number of Credits</b>        | 04  |
| 4. | <b>Course type</b>              | Compulsory  |

|                 |  |                   |  |     |                                      |  |
|-----------------|--|-------------------|--|-----|--------------------------------------|--|
| 5.              | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |  |     |                                      |  |
| 6.              | <p><b>Main objective of the course</b></p> <p>The main objective of this course is to continue the work from FREN 21524</p>  |                   |  |     |                                      |  |
| 7.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Perform an in-depth analysis of chosen contemporary socio-cultural aspects</li> <li>2. Discuss the changing social and cultural phenomena of France today</li> </ol>   |                   |  |     |                                      |  |
| 8.              | <b>Contents</b>  |                   |  |     |                                      |  |
| <b>Week</b>     | <b>Main Themes</b>   | <b>Sub Themes</b> | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>                                     |     |                                      |  |
| 1 <sup>st</sup> | Media in France  |                   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1,2 | Language skills, cultural competency |  |
| 2 <sup>nd</sup> | Fashion in France  |                   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1,2 | Language skills, cultural competency |  |

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|                 |                       |  |  |     |                                      |
| 3 <sup>rd</sup> | Leisure & life styles |  | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries, web-based activities | 1,2 | Language skills, cultural competency |
| 4 <sup>th</sup> | Tourism in France     |  | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries                       | 1,2 | Language skills, cultural competency |
| 5 <sup>th</sup> | “Laïcité” in France.  |  | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries                       | 1   | Language skills, cultural competency |
| 6 <sup>th</sup> | Immigration in France |  | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries                       | 1,2 | Language skills, cultural competency |

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| 7 <sup>th</sup>  | French films                      |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1,2 | Language skills, cultural competency |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>    | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |  |     |                                      |
| 9 <sup>th</sup>  | French cinema                     |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1   | Language skills, cultural competency |
| 10 <sup>th</sup> | The concept of marriage in France |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1   | Language skills, cultural competency |
| 11 <sup>th</sup> | Sports in France                  |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1   | Language skills, cultural competency |
| 12 <sup>th</sup> | French cuisine                    |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1   | Language skills, cultural competency |



|            |   |                                 |   |  |   |                                      |
|------------|---|---------------------------------|---|--|---|--------------------------------------|
|            | 13 <sup>th</sup>  | Arts and architecture in France |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1 | Language skills, cultural competency |
|            | 14 <sup>th</sup>  | French philosophy               |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1 | Language skills, cultural competency |
|            | 15 <sup>th</sup>  | Human rights in France          |   | General lectures, discussions, use of authentic documents, audio-visual aids & documentaries | 1 | Language skills, cultural competency |
| <b>9.</b>  | <b>Number of Notional Hours:</b>  |                                 |   |  |   |                                      |
|            | 1. Lecture Hours – 30 hrs   |                                 | 3. Self-study and Homework Preparation Hours – 170hrs             |  |   |                                      |
|            | 2. Tutorial / Practical / Presentation Hours –  |                                 | 4. Hours for Field Surveys / Factory Visits / Social Activities – |  |   |                                      |
| <b>10.</b> | <b>Evaluation and Assessment:</b>   |                                 |   |  |   |                                      |
|            | <b>In Course Evaluation (continuous assessment) 100% from Total Marks Allocated</b>     |                                 |   |  |   |                                      |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>         |                                 |   |  |   |                                      |
|            | <i>Language skills, presentation skills, creative thinking</i>                          |                                 |   |  |   |                                      |
|            | <b>End of Course Evaluation (End Semester Evaluation) 0% from Total Marks Allocated</b> |                                 |   |  |   |                                      |
|            | <b>Question Paper:</b>  |                                 |   |  |   |                                      |

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|------------|---|
| <b>11.</b> | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>- M. Martin-Baltar (1995) <i>La France aux cent visages</i>, Hatier/Didier,</li> <li>- Le Grand Larousse (2015) <i>L'Histoire de France</i>, Larousse</li> <li>- Nicolas Kada, Patrice Terrone (2017) <i>La république française - B2 le citoyen et les institutions</i><br/>Maison d'édition : PUG, Collection : Civilisation-cultures</li> <li>- Atlas pratique: Le Vin (2002), éditions Atlas</li> <li>- <i>Le Fromage français</i>, éditions Mondo (2001)</li> <li>- <i>L'Histoire de la France</i>, éditions Nathan (2002)</li> <li>- <i>Histoire de la Nourriture</i> (Larousse)</li> <li>- Forcade, Olivier, Duhamel Eric (1999) <i>Histoire et vie politique en France depuis 1945</i>, éditions Nathan,</li> <li>- Bernard De Gunten - Arlette Martin - Mauricette Niogret (2004) <i>Les Institutions de la France 5e République</i>, Editions Nathan</li> <li>- Roselyne Roesch, Rosalba Rolle-Harold (2012) <i>La France au quotidien</i>, Maison d'édition : PUG<br/>Collection : Civilisation-cultures</li> </ul> |
|------------|---|

### COURSE SPECIFICATION

| <b>Field of Study: Professional Subject Stream</b> |   |                              |
|--|---|------------------------------|
| 1  | <b>Code of the Course Unit</b>  | ..... 21... .. 1             |
| 2  | <b>Title of the Course Unit</b>   | Community Service Engagement |
| 3  | <b>Number of Credits</b>  | 2                            |
| 4  | <b>Type</b>   | Optional                     |
| 5  | <b>Pre-requisites</b>   | None                         |
| 6  | <p><b>Main objective of the course</b></p> <p>The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.</p>  |                              |
| 7  | <p><b>Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course unit the student will be able to</p> <p>1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.</p> <p>2: Conceptualize the characteristics and meaning of 'Community' while understanding community dynamics in their life course.</p> <p>3: Improve students' engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the</p> |                              |

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|                  | concept of volunteerism.<br>4: Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.<br>5: Develop community-oriented thinking pattern among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards.<br>6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society. |  |                   |  |                   |                |
| 9                | <b>Contents</b>   |  |                   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>No of Hrs.</b> | <b>ILO No.</b> |
|                  | <b>Week</b>   | <b>Main Themes</b>   | <b>Sub Themes</b> |  |                   |                |
|                  | 1 <sup>st</sup>   | An introduction to the nature of course unit, its ILOs and basic concepts  |                   | Direct classroom teaching/ online teaching/ blended      | 1                 | 1, 2,          |
|                  | 2 <sup>nd</sup>   | Historical background of community service engagements   |                   |  | 1                 | 1,2            |
|                  | 3 <sup>rd</sup>   | community service engagements and volunteerism -part I   |                   |  | 1                 | 3,4            |
|                  | 4 <sup>th</sup>   | community service engagements and volunteerism – part II   |                   |  | 1                 | 3,4            |
|                  | 5 <sup>th</sup>   | community service engagements and volunteerism - part III  |                   |  | 1                 | 3,4            |
|                  | 6 <sup>th</sup>   | community service engagements and volunteerism - part IV   |                   |  | 1                 | 3,4            |
|                  | 7 <sup>th</sup>   | community service engagements and volunteerism - part V  |                   |  | 1                 | 3,4            |
|                  | 8 <sup>th</sup>   | Oral presentation on community service engaged in voluntarily  |                   |  | 1                 | 5              |
|                  | 9 <sup>th</sup>   | A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program. |                   |  | 1                 | 1,2            |
| 10 <sup>th</sup> | Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of  |  | 1                 |  | 1,2               |                |

|     |   |  |   |       |
|-----|---|--|---|-------|
|     |   | students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective departments. |   |       |
|     | 11 <sup>th</sup>  | All respective students' groups who are engaging in Community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms.  | 1 | 3,4,5 |
|     | 12 <sup>th</sup>  | Community Service Engagement   | 1 | 3,6   |
|     | 13 <sup>th</sup>  | Community Service Engagement   | 1 | 3,6   |
|     | 14 <sup>th</sup>  | Community Service Engagement   | 1 | 3,6   |
|     | 15 <sup>th</sup>  | Community Service Engagement   | 1 | 3,6   |
| 10. | <b>Number of Notional Hours: 50</b>   |  |   |       |
|     | 1. Lecture Hours: 15      2. Self-study and Homework Preparation Hours: 35<br>4. Hours for recommended reading:   |  |   |       |
| 11. | <b>Evaluation and Assessment:</b>   |  |   |       |
|     | In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated<br><i>Expected soft skills to be evaluated through the Group proposal 40%</i><br><i>Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%</i><br><i>confidential report on activity completed by external monitored organization or institution</i> |  |   |       |

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|----|---------------------------------|--|
| 1. | <b>Code of the Course Unit</b>  | FREN 31514                                 |
| 2. | <b>Title of the Course Unit</b> | Study of Grammar and Analysis of Discourse |
| 3. | <b>Number of Credits</b>        | 04   |

|             |  |                   |                 |  |                           |  |   |
|-------------|--|-------------------|-----------------|--|---------------------------|--|---|
| 5.          | <b>Course type</b>   | Compulsory        |                 |  |                           |  |   |
| 6.          | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |                 |  |                           |  |   |
| 7.          | <p><b>Main objective of the course</b></p> <p>The main objective of this course is to continue the work commenced in Second year with FREN 21514</p>   |                   |                 |  |                           |  |   |
| 8.          | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. To do an in-depth analysis of texts and be familiar with more sophisticated uses of grammar at an advanced level.</li> </ol>   |                   |                 |  |                           |  |   |
| 9.          | <b>Contents</b>  |                   |                 | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>No. of Hrs ILO No.</b> | <b>Integrated Skills/ Competencies</b> |   |
| <b>Week</b> | <b>Main Themes</b>   | <b>Sub Themes</b> | 1 <sup>st</sup> |  |                           |  | Types of sentences : simple and complex sentences |

|                 |  |  |   |   |   |
|-----------------|--|--|---|---|---|
| 2 <sup>nd</sup> | Complex sentence:<br>« la juxtaposition, la coordination et la subordination »   |  | Lecture-discussion, individual and group activities | 1 | Grammatical competence, language production |
| 3 <sup>rd</sup> | « La narration et les points de vue »  |  | Lecture-discussion, individual and group activities | 1 | Grammatical competence, language production |
| 4 <sup>th</sup> | Exercices on « la narration et les points de vue: trouver le narrateur et le point de vue des extraits abordés »                               |  | Lecture-discussion, individual activities           | 1 | Grammatical competence, language production |
| 5 <sup>th</sup> | Group subject and the verbal group: the difference between the two groups and how to identify a subject group and a verbal group in sentences. |  | Lecture-discussion, individual activities           | 1 | Grammatical competence, language production |
| 6 <sup>th</sup> | The agent and the object of the action; the passive voice  |  | Lecture-discussion, individual activities           | 1 | Grammatical competence, language production |

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| 7 <sup>th</sup>  | Logical connectors and its different categories  |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>   | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |   |   |
| 9 <sup>th</sup>  | Punctuations in sentences ; la phrase exclamative, la phrase impérative et la phrase interrogative |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 10 <sup>th</sup> | Textual analysis of a text   |   | Individual activities                     | 1 | Grammatical competence, language production |
| 11 <sup>th</sup> | Circumstantial complements   |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
| 12 <sup>th</sup> | Categories of pronominal verbs   |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |

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|            | 13 <sup>th</sup>   | Enunciation:<br>« les pronoms personnels, la présentation du dialogue, les registres de langue »  |   | Lecture-discussion, individual activities | 1 | Grammatical competence, language production |
|            | 14 <sup>th</sup>   | Types of narration: « le récit réaliste, le récit d'aventure, le récit historique, le récit fantastique, le récit policier, le récit de science-fiction » |   | Lecture-discussion, group activities      | 1 | Grammatical competence, language production |
|            | 15 <sup>th</sup>   | Assessment  | Class test  |   | 1 |   |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |   |   |   |   |   |
|            | 1. Lecture Hours – 30 hrs  |   | 3. Self-study and Homework Preparation Hours – 170hrs             |   |   |   |
|            | 2. Tutorial / Practical / Presentation Hours –   |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |   |   |
| <b>12.</b> | <b>Evaluation and Assessment:</b>  |   |   |   |   |   |
|            | <b>In Course Evaluation (Assessment) 40% from Total Marks Allocated</b>                  |   |   |   |   |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>          |   |   |   |   |   |
|            | <b>Language skills, Critical thinking</b>  |   |   |   |   |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b> |   |   |   |   |   |
|            | <b>Question Paper:</b>   |   |   |   |   |   |



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| <b>13.</b> | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>- Stéphanie Callet (2015) <i>Répertoire orthographique du français - A1-C2, Pièges et difficultés</i>,<br/>Maison d'édition : PUG Collection : Les Répertoires du FLE</li> <li>- Maïa Grégoire, AlinaKostucki (2017) <i>Grammaire progressive du français – Niveau perfectionnement</i> – Livre, CLE International</li> <li>- Maïa Grégoire (2017) <i>Grammaire progressive du français - Niveau perfectionnement – Corrigés</i>,<br/>CLE International</li> <li>- Camussi-Ni Marie-Armelle, Annick Coatéval (2013) <i>Comprendre la grammaire, Une grammaire à l'épreuve de la didactique du FLE</i>, Maison d'édition : PUG Collection : Didactique (FLE)</li> </ul> |
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|-----------|--|---|
| <b>1.</b> | <b>Code of the Course Unit</b>   | FREN 33524 (semester 1)                     |
| <b>2.</b> | <b>Title of the Course Unit</b>  | French Theatre: From Middle Ages to Present |
| <b>3.</b> | <b>Number of Credits</b>   | 04  |
| <b>4.</b> | <b>Course type</b>   | Compulsory                                  |
| <b>5.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |   |
| <b>6.</b> | <p><b>Main objective of the course</b></p> <p>To educate the students about the French theatre and important French playwrights from Medieval times to the present.</p>  |   |

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| 7.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <p>1 : Explain important elements of theatre including the origins, theory, ideology, and practice of the “arts de la scène”</p> <p>2 : Describe major trends in French theatre</p> <p>3 : Critically analyze an extract/work of theatre</p> |   |  |  |  |  |
| 8.              | <b>Contents</b>  |   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>   | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>   | <b>Sub Themes</b>   |  |  |  |  |
| 1 <sup>st</sup> | Origin and history of occidental theatre   | Theatre from Ancient Greece to Medieval France<br><br>Introduction to Greek mythology<br><br>Revision of medieval trends – troubadours, jongleurs etc | Lecture and Discussion<br><br>Web based research<br>Individual/ group presentation | 1  | Research skills<br><br>Presentation skills<br><br>Collaborative skills |  |
| 2 <sup>nd</sup> | Genres of theatre  | La farce, la sottie, le mystère etc<br><br>La comédie française<br>La tragédie<br>La tragi-comédie  | Lecture and Discussion<br><br>Analysis of text                                     | 2,3  | Critical thinking<br><br>Analytical skills                             |  |
| 3 <sup>rd</sup> | Les grandes règles du théâtre classique  | Règles de trois unités<br><br>Bienséance<br><br>Vraisemblance   | Lecture and Discussion   | 1  | Theoretical Knowledge<br><br>Critical thinking                         |  |
| 4 <sup>th</sup> | La comédie   | La comédie française<br><br>Les troupes ambulantes<br><br>La comedia del arte   | Lecture and Discussion<br><br>Web based research                                   | 2  | Theoretical Knowledge<br><br>Research skills                           |  |

|                  |                                |   |   |        |   |
|------------------|--------------------------------|---|---|--------|---|
| 5 <sup>th</sup>  | La comédie                     | Molière – la vie<br>Molière – les caractéristiques du son théâtre<br>Etude du Texte 1 par Molière | Lecture and Discussion<br>Comparison of texts         | 1,3    | Theoretical Knowledge<br>Comparative analysis                   |
| 6 <sup>th</sup>  | La comédie                     | Etude du Texte 1 par Moliere  | Lecture and Discussion<br>Study of filmed performance | 3      | Enhanced analytical skills                                      |
| 7 <sup>th</sup>  | La comédie                     | Analyse des extraits de Molière   | Lecture and Group Discussion                          | 3      | Critical thinking<br>Collaborative skills                       |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>       |   | 1, 2,3 | Research skills   |
| 9 <sup>th</sup>  | La tragédie                    | Pierre Corneille – la vie<br>Caractéristiques<br>Etude du Texte 1 par Corneille                   | Lecture and Discussion<br>Text analysis               | 1, 3   | Theoretical Knowledge<br>Analytical skills<br>Critical thinking |
| 10 <sup>th</sup> | La tragédie                    | Etude du Texte 1 par Corneille  | Lecture and Discussion<br>Study of Filmed performance | 3      | Enhanced analytical skills                                      |

|            |  |             |  |  |     |   |
|------------|--|-------------|--|--|-----|---|
|            | 11 <sup>th</sup>                               | La tragédie | Extraits de Corneille  | Lecture and Discussion                             | 3   | Communication skills<br>Analytical skills |
|            | 12 <sup>th</sup>                               | La tragédie | Jean Racine – la vie<br>Les caractéristiques<br>Etude du Texte 1 de Racine | Lecture and Discussion                             | 1,3 | Theoretical knowledge                     |
|            | 13 <sup>th</sup>                               | La tragédie | Etude du Texte 1 de Racine   | Lecture and Discussion<br>Study of Film adaptation | 3   | Enhanced analytical skills                |
|            | 14 <sup>th</sup>                               | La tragédie | Etude du Texte 1 de Racine   | Lecture and Discussion                             | 3   | Analytical skills                         |
|            | 15 <sup>th</sup>                               | La tragédie | Etude des extraits Racine  | Lecture and Discussion                             | 3   | Analytical skills                         |
| <b>9.</b>  | <b>Number of Notional Hours: 200</b>           |             |  |  |     |   |
|            | 1. Lecture Hours – 90                          |             | 3. Self-study and Homework Preparation Hours – 110                         |  |     |   |
|            | 2. Tutorial / Practical / Presentation Hours – |             | 4. Hours for Field Surveys / Factory Visits / Social Activities –          |  |     |   |
| <b>10.</b> | <b>Evaluation and Assessment: 40%</b>          |             |  |  |     |   |

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|     | <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <p>Creativity, Research Skills, Presentation skills</p> <p>Teamwork, Oral Communication skills</p> |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper:60%</b></p>  |
| 11. | <p><b>Recommended Readings:</b></p> <p><u>Jacques Copeau</u> (1976) <i>Molière</i>, Gallimard, <u>Louis Jouvét</u> (1965), <i>Molière et la Comédie classique</i>, <i>Extraits des cours de Louis Jouvét au Conservatoire (1939-1940)</i>, Gallimard ,Anne Ubersfeld</p>                    |

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|----|---|--|
| 1. | <b>Code of the Course Unit</b>                    | FREN 33524 (semester 2)  |
| 2. | <b>Title of the Course Unit</b>                   | French Theatre: From Middle Ages to Present  |
| 3. | <b>Number of Credits</b>                          | 04   |
| 4. | <b>Course type</b>                                | Compulsory   |
| 5. | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> </ul> |
| 6. | <b>Main objective of the course</b>               | To educate the students about the French theatre, important French playwrights from Medieval times to the present.   |
| 7. | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Explain important elements of theatre including the origins, theory, ideology, and practice of the “arts de la scène”</li> <li>2. Describe major trends in French theatre</li> <li>3. Critically analyze an extract/work of theatre</li> </ol>  |

| 8.               | Contents  |   | Mode of Delivery/ Way of Delivery (T/L Materials)                              | ILO No. | Integrated Skills/ Competencies                                  |
|------------------|---|---|--|---------|--|
|                  | Week  | Main Themes   |  |         |  |
| 16 <sup>th</sup> | Socio-cultural and political background of 19 <sup>th</sup> century | Neoclassical era<br>Napolean era<br>Melodrama<br>Naturalsime<br>Extraits      | Lecture and Discussion<br>Web based research                                   | 2,3     | Theoretical Knowledge<br>Research Skills<br>Communication skills |
| 17 <sup>th</sup> | Socio-cultural and political background of 20 <sup>th</sup> century | World war I and II<br>Holocaust<br>Post war trauma<br>Surréalisme<br>Dadaïsme | Lecture and Discussion<br>Web based research<br>Individual /group presentation | 1,2     | Collaborative skills<br>Communication skills                     |
| 18 <sup>th</sup> | Development of new movements  | Jean Cocteau<br>Arthur Adamov<br>Jean Genet                                   | Lecture and discussion   | 1,2     | Theoretical Knowledge  |
| 19 <sup>th</sup> | Development of new movements  | Existentialisme   | Lecture and Discussion<br>Web based research                                   | 2, 3    | Theoretical knowledge<br>Research skills<br>Critical thinking    |
| 20 <sup>th</sup> | Development of new movements  | Théorie de l'absurde<br>Eugène Ionesco<br>Analyse du Texte 1 d'Ionesco        | Lecture and Discussion   | 1,2, 3  | Theoretical knowledge  |

|                  |                                |   |   |        |  |
|------------------|--------------------------------|---|---|--------|--|
| 21 <sup>st</sup> | Anti-théâtre                   | Etude du Texte 1 d'Ionesco  | Lecture and Discussion<br>Study of filmed performance | 3      | Enhanced analytical skills             |
| 22 <sup>nd</sup> | Anti-théâtre                   | Etude du Texte 1 d'Ionesco  | Lecture and Discussion                                | 3      | Analytical skills<br>Critical Thinking |
| 23 <sup>rd</sup> | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   | 1, 2,3 | Presentation skills                    |
| 24 <sup>th</sup> | Anti-théâtre                   | Samuel Beckett<br>Texte 1 - introduction  | Lecture and discussion                                | 1, 3   | Theoretical knowledge                  |
| 25 <sup>th</sup> | Anti-théâtre                   | Etude du Texte 1 de Beckett   | Lecture and discussion<br>Study of filmed performance | 3      | Enhanced analytical skills             |
| 26 <sup>th</sup> | Anti-theatre                   | Etude du Texte 1 de Beckett   | Lecture and discussion<br>Analysis of the text        | 3      | Critical thinking<br>Analytical skills |

|            |   |   |  |  |         |  |
|------------|---|---|--|--|---------|--|
|            | 27 <sup>th</sup>  | Anti-theatre                                | Acte sans paroles<br>Extrait du Beckett  | Group discussion and interpretation<br>Text analysis | 3       | Collaborative skills<br>Analytical skills<br>Communication |
|            | 28 <sup>th</sup>  | Later 20 <sup>th</sup> century developments | Mai 68 and impact on theatre<br>Impact of cinema<br>1988 – Academie Francaise (theatre as separate art form)<br>Giradoux<br>Koltes | Lecture and discussion<br>Text analysis              | 1, 2, 3 | Theoretical knowledge<br>Analytical skills                 |
|            | 29 <sup>th</sup>  | 21 <sup>st</sup> century theatre            | Impact of the internet<br>Contemporary playwrights   | Web based research<br>Group discussion               | 1, 2, 3 | Research skills<br>Collaborative skills                    |
|            | 30 <sup>th</sup>  | Revision                                    | History of occidental theatre<br>Medieval theatre<br>Naturalisme<br>Nouveau théâtre<br>Final exam discussion                       | Discussion   | 1, 2, 3 | Writing skills<br>Communication<br>Analytical skills       |
| <b>9.</b>  | <b>Number of Notional Hours: 200</b>  |   |  |  |         |  |
|            | 1. Lecture Hours – 90   |   | 3. Self-study and Homework Preparation Hours – 110   |  |         |  |
|            | 2. Tutorial / Practical / Presentation Hours –  |   | 4. Hours for Field Surveys / Factory Visits / Social Activities –  |  |         |  |
| <b>10.</b> | <b>Evaluation and Assessment: 40%</b>   |   |  |  |         |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>  |   |  |  |         |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>   |   |  |  |         |  |
|            | Creativity, Research Skills, Presentation skills  |   |  |  |         |  |
|            | Teamwork, Oral Communication skills   |   |  |  |         |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>  |   |  |  |         |  |
|            | <b>Question Paper: 60%</b>  |   |  |  |         |  |
| <b>11.</b> | <b>Recommended Readings:</b>  |   |  |  |         |  |
|            | <u>Jacques Copeau</u> (1976) <i>Molière</i> , Gallimard, <u>Louis Juvet</u> (1965), <i>Molière et la Comédie classique</i> , <i>Extraits des cours de Louis Juvet au Conservatoire (1939-1940)</i> , Gallimard, Anne Ubersfeld (1996) <i>Lire le théâtre I</i> , Lettre Berlin Sup (French Edition) |   |  |  |         |  |



|    |  |                    |  |                |  |
|----|--|--------------------|--|----------------|--|
| 1. | <b>Code of the Course Unit</b>   |                    | <b>FREN 33534 (semester 1)</b>                           |                |  |
| 2. | <b>Title of the Course Unit</b>  |                    | <b>Enhanced Skills of Comprehension and Expression</b>   |                |  |
| 3. | <b>Number of Credits</b>   |                    | <b>04</b>  |                |  |
| 4. | <b>Coordinator of the Course Unit</b>  |                    | Dr. Samantha Jayawardena                                 |                |  |
| 5. | <b>Course type</b>   |                    | Compulsory   |                |  |
| 6. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                    |  |                |  |
| 7. | <p><b>Main objective of the course</b></p> <p>The main objective is to enhance these aspects: written and oral comprehension, written and oral composition</p>   |                    |  |                |  |
| 8. | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <ol style="list-style-type: none"> <li>1. communicate and interact with a degree of fluency and spontaneity</li> <li>2. produce clear, detailed text on a wide range of subjects</li> <li>3. explain a viewpoint on a current issues</li> </ol>   |                    |  |                |  |
| 9. | <b>Contents</b>  |                    | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|    | <b>Week</b>  | <b>Main Themes</b> |  |                |  |

|                 |   |  |                                 |     |   |
|-----------------|---|--|---------------------------------|-----|---|
| 1 <sup>st</sup> | Writing – commenting an image/photo(current issues)/ caricature/ comic strip/ advertisement |  | Discussion, individual activity | 2   | Critical thinking, analytical skills              |
| 2 <sup>nd</sup> | Speaking – role play/interview/debate   |  | Group activity                  | 1   | Critical thinking, problem solving, collaboration |
| 3 <sup>rd</sup> | Written comprehension (non-literary texts/press articles)                                   |  | Discussion, individual activity | 2,3 | Critical thinking, problem solving                |
| 4 <sup>th</sup> | Creative writing – building a story based on given instruction/image                        |  | Group activity                  | 1,2 | Critical thinking, problem solving                |

|                 |                    |  |                                  |     |                                      |
|-----------------|--------------------|--|----------------------------------|-----|--------------------------------------|
|                 |                    |  |                                  |     |                                      |
| 5 <sup>th</sup> | Oral comprehension |  | Video screening/documentary/song | 1,2 | Critical thinking, problem solving   |
| 6 <sup>th</sup> | Film review        |  | Film screening, discussion       | 2   | Critical thinking, analytical skills |

|  |                  |                                |   |  |   |   |
|--|------------------|--------------------------------|---|--|---|---|
|  | 7 <sup>th</sup>  | Writing – travel and tourism   |   | Group activity                           | 2 | Critical thinking, collaboration, problem solving |
|  | 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |  |   |   |
|  | 9 <sup>th</sup>  | Summarizing                    |   | Lecture, discussion, individual activity | 2 | Critical thinking, Problem solving                |
|  | 10 <sup>th</sup> | Summarizing (Fiche de lecture) |   | Lecture, discussion, individual activity | 2 | Critical thinking, problem solving                |

|                  |  |  |  |       |  |
|------------------|--|--|--|-------|--|
| 11 <sup>th</sup> | Speaking – travel and tourism          |  | Group activity                           | 1     | Critical thinking, problem solving                                   |
| 12 <sup>th</sup> | Written comprehension – current issues |  | Discussion, individual/group activity    | 2,3   | Analytical skills, critical thinking, problem solving, collaboration |
| 13 <sup>th</sup> | Oral comprehension                     |  | Documentary/video/short films/news items | 1,2   | Critical thinking, problem solving, Analytical skills                |
| 14 <sup>th</sup> | Revision                               |  | Discussion                               | 1,2,3 | Critical thinking, problem solving                                   |

|            |  |                 |   |                                   |  |
|------------|--|-----------------|---|-----------------------------------|--|
|            |  |                 |   |                                   |  |
|            | 15 <sup>th</sup>   | Oral expression |   | Group activity/group presentation | Critical thinking, IT skills, presentation skills, problem solving |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                 |   |                                   |  |
|            | 1. Lecture Hours – 30  |                 | 3. Self-study and Homework Preparation Hours – 170                |                                   |  |
|            | 2. Tutorial / Practical / Presentation Hours –   |                 | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                                   |  |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |                 |   |                                   |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>   |                 |   |                                   |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |                 |   |                                   |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>   |                 |   |                                   |  |
|            | <b>Question Paper:</b>   |                 |   |                                   |  |
| <b>12.</b> | <b>Recommended Readings:</b>   |                 |   |                                   |  |
|            | <ol style="list-style-type: none"> <li>1. Stéphanie Bara, Anne-Marguerite Bonvallet, Christian Rodier (2011) <i>Ecritures créatives</i>, PUG</li> <li>2. Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel (2003) <i>L'Expression française écrite et orale - B2-C1</i>, PUG</li> <li>3. Chiari, Odile Chantelauve, Corbeau, Sophie, &amp; Dubuoi, Chantal (1991) <i>Les métiers du tourisme, cours de français</i>, Hachette français</li> <li>4. <a href="http://www.tv5monde.com">http://www.tv5monde.com</a></li> <li>5. <a href="https://www.francetvinfo.fr">https://www.francetvinfo.fr</a></li> <li>6. <a href="http://lepoint.fr">lepoint.fr</a>, <a href="http://lemonde.fr">lemonde.fr</a>, <a href="http://l'express.fr">l'express.fr</a>, <a href="http://lenouvelobs.com">lenouvelobs.com</a></li> </ol> |                 |   |                                   |  |

|    |   |  |  |  |                |  |
|----|---|--|--|--|----------------|--|
| 1. | <b>Code of the Course Unit</b>                    | FREN 33534 (semester 2)  |  |  |                |  |
| 2. | <b>Title of the Course Unit</b>                   | Enhanced Skills of Comprehension & Expression  |  |  |                |  |
| 3. | <b>Number of Credits</b>                          | 04   |  |  |                |  |
| 4. | <b>Course type</b>                                | Compulsory   |  |  |                |  |
| 5. | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |  |  |                |  |
| 6. | <b>Main objective of the course</b>               | The main objectives are to consolidate and refine writing skills, improve proficiency in oral communication, with especial emphasis on language registers, and to develop creative writing.  |  |  |                |  |
| 7. | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Communicate and interact with a degree of fluency and spontaneity</li> <li>2. Produce clear, detailed text on a wide range of subjects</li> <li>3. Explain a viewpoint on a current issues</li> <li>4. Understand a complex oral/written document and extract the relevant information</li> </ol>   |  |  |                |  |
| 8. | <b>Contents</b>                                   |  |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b>   |
|    | <b>Week</b>                                       | <b>Main Themes</b>   | <b>Sub Themes</b>  |  |                |  |
|    | 1 <sup>st</sup>                                   | Oral expression  | Discussion on the film “Tanguy” and on the social phenomenon; “Tangy” (Boomerang Generation) | Group work<br>Individual work<br>Film<br>Discussion      | 1,3            | Collaboration/<br>Analytical thinking/<br>Critical thinking/<br>Communication skills |

|                 |                       |  |   |     |  |
|-----------------|-----------------------|--|---|-----|--|
| 2 <sup>nd</sup> | Written comprehension | Comprehension of a newspaper article extracted from “Le NouvelObservateur”   | Individual work<br>Newspaper article<br>Worksheet<br>Discussion | 4   | Communication skills/ Analytical thinking/ logical thinking                                  |
| 3 <sup>rd</sup> | Oral comprehension    | Comprehension of news items extracted from the radio channel “rfi”   | Individual work<br>Audio clip<br>Worksheet<br>Discussion        | 4   | Communication skills/ Analytical thinking/ logical thinking                                  |
| 4 <sup>th</sup> | Written expression    | Express one’s point of view on the social trend; cosmetic surgery in the form a well-organized, argumentative text | Individual work<br>Discussion                                   | 2,3 | Analytical thinking/ Critical thinking/<br>Communication skills/ Organizing skills/ Argument |
| 5 <sup>th</sup> | Oral expression       | Debate on “imposing school uniform”  | Group work<br>Discussion<br>Online research                     | 1,3 | Collaboration/<br>Analytical thinking/ Critical thinking/<br>Communication skills/ Argument  |
| 6 <sup>th</sup> | Oral comprehension    | Comprehension of the song “ <b>Slam Saint-Denis de Grand Corps Malade</b> ”  | Individual work<br>Video clip<br>Worksheet<br>Discussion        | 4   | Communication skills/ Analytical thinking/ logical thinking                                  |



|                  |                                |  |   |       |   |
|------------------|--------------------------------|--|---|-------|---|
| 7 <sup>th</sup>  | Written comprehension          | Comprehension of the article on the European Union "L'Europe sans frontiers" by Daniel Vernet, extracted from the newspaper "Le Monde" | Individual work<br>Newspaper article<br>Worksheet<br>Discussion | 4     | Communication skills/<br>Analytical thinking/<br>logical thinking               |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>  |   |       |   |
| 9 <sup>th</sup>  | Oral expression                | Story telling activity based on the short film "Mr. W"   | Group work<br>Short Film<br>Oral presentation<br>Discussion     | 1,3   | Collaboration/<br>Communication skills/<br>Creative thinking                    |
| 10 <sup>th</sup> | Written expression             | Invent anecdotes using newspaper headings  | Group work<br>Newspaper articles<br>Discussion                  | 2,3,4 | Collaboration/<br>Communication skills/<br>Creative thinking / logical thinking |
| 11 <sup>th</sup> | Oral comprehension             | Comprehension of the video clip "Portrait d'une femme coach enÉgypte" on "TV5 Monde"   | Individual work<br>Video clip<br>Worksheet<br>Discussion        | 4     | Communication skills/<br>Analytical thinking/<br>logical thinking               |
| 12 <sup>th</sup> | Written comprehension          | Comprehension of an extract from "Le Tour du monde en quatre-vingt jours » by Jules Verne  | Individual work<br>Written text<br>Worksheet<br>Discussion      | 4     | Communication skills/<br>Analytical thinking/<br>logical thinking               |

|            |  |                    |   |  |     |  |
|------------|--|--------------------|---|--|-----|--|
|            | 13 <sup>th</sup>   | Oral comprehension | Comprehension of the oral document on “Black Friday 2020” on the television channel “rtl” | Individual work<br>Audio clip<br>Worksheet<br>Discussion | 4   | Communication skills/ Analytical thinking/ logical thinking                                  |
|            | 14 <sup>th</sup>   | Oral expression    | Preparation for DELF B2 oral production activity  | Individual work<br>Sample paper<br>Marking scheme        | 1,3 | Analytical thinking/ Critical thinking/<br>Communication skills/ Organizing skills/ Argument |
|            | 15 <sup>th</sup>   | Written expression | Preparation for DELF B2 written production activity                                       | Individual work<br>Sample paper<br>Marking scheme        | 2,3 | Analytical thinking/ Critical thinking/<br>Communication skills/ Organizing skills/ Argument |
| <b>9.</b>  | <b>Number of Notional Hours:</b>   |                    |   |  |     |  |
|            | 1. Lecture Hours – 30  |                    | 3. Self-study and Homework Preparation Hours – 140  |  |     |  |
|            | 2. Tutorial / Practical / Presentation Hours –   |                    | 4. Hours for Field Surveys / Factory Visits / Social Activities –                         |  |     |  |
| <b>10</b>  | <b>Evaluation and Assessment:</b>  |                    |   |  |     |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>   |                    |   |  |     |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |                    |   |  |     |  |
|            | 1. Communication skills<br>2. Analytical thinking<br>3. Critical thinking<br>4. Creative thinking<br>5. Time management  |                    |   |  |     |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>   |                    |   |  |     |  |
|            | <b>Question Paper: 60%</b>   |                    |   |  |     |  |
| <b>11.</b> | <b>Recommended Readings:</b>   |                    |   |  |     |  |
|            | 1. <u>Stéphanie Bara, Anne-Marguerite Bonvallet, Christian Rodier</u> (2011) <i>Ecritures créatives</i> , PUG  |                    |   |  |     |  |
|            | 2. <u>Christian Abbadie, Bernadette Chovelon, Marie-Hélène Morsel</u> (2003) <i>L'Expression française écrite et orale - B2-C1</i> , PUG   |                    |   |  |     |  |
|            | 3. Chiari, Odile Chantelauve, Corbeau, Sophie, & Dubuoi, Chantal (1991) <i>Les métiers du tourisme, cours de français</i> , Hachette français  |                    |   |  |     |  |
|            | 4. <a href="http://www.tv5monde.com">http://www.tv5monde.com</a>   |                    |   |  |     |  |
|            | 5. <a href="https://www.francetvinfo.fr">https://www.francetvinfo.fr</a>   |                    |   |  |     |  |
|            | 6. <a href="http://lepoint.fr">lepoint.fr</a> , <a href="http://lemonde.fr">lemonde.fr</a> , <a href="http://l'express.fr">l'express.fr</a> , <a href="http://lenouvelobs.com">lenouvelobs.com</a> |                    |   |  |     |  |

|           |   |  |                   |  |                |  |
|-----------|---|--|-------------------|--|----------------|--|
| <b>1.</b> | <b>Code of the Course Unit</b>  | <b>FREN 33546</b>                          |                   |  |                |  |
| <b>2.</b> | <b>Title of the Course Unit</b>   | <b>Francophone Literature (Semester 1)</b> |                   |  |                |  |
| <b>3.</b> | <b>Number of Credits</b>  | <b>06</b>                                  |                   |  |                |  |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>   | Professor Niroshini Gunasekera             |                   |  |                |  |
| <b>5.</b> | <b>Course type</b>  | Compulsory                                 |                   |  |                |  |
| <b>6.</b> | <b>Programme Learning Outcomes</b><br>At the completion of this study programme, the graduate should: <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages)               <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |  |                   |  |                |  |
| <b>7.</b> | <b>Main objective of the course</b> <ul style="list-style-type: none"> <li>- Introduction to Francophone Literature and its history</li> <li>- Study of texts of Francophone Literature</li> </ul>  |  |                   |  |                |  |
| <b>8.</b> | <b>Expected/Intended Learning Outcomes (ILOs)</b> <ol style="list-style-type: none"> <li>1. Critically analyze any given text</li> <li>2. Compare and contrast different cultures (French &amp; Francophone)</li> </ol>   |  |                   |  |                |  |
| <b>9.</b> | <b>Contents</b>   |  |                   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|           | <b>Week</b>   | <b>Main Themes</b>                         | <b>Sub Themes</b> |  |                |  |

|                 |  |                        |   |     |   |
|-----------------|--|------------------------|---|-----|---|
| 1 <sup>st</sup> | Introduction to Francophone Literature                   | Background and history | Lecture<br>Multi-media resources  | 2   | Listening<br>Speaking<br>Writing            |
| 2 <sup>nd</sup> | Introduction to Francophone Literature continued         | Background and history | Lecture<br>Multi-media resources  | 2   | Listening<br>Speaking<br>Writing            |
| 3 <sup>rd</sup> | Development of Francophone Literature and its initiators | Background and history | Lecture<br>Multi-media resources  | 2   | Listening<br>Speaking<br>Writing            |
| 4 <sup>th</sup> | Introduction to written texts                            |                        | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
| 5 <sup>th</sup> | Study of literary extract                                |                        | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |

|                  |                                |   |   |     |   |
|------------------|--------------------------------|---|---|-----|---|
| 6 <sup>th</sup>  | Study of literary extract      |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
| 7 <sup>th</sup>  | Film of Francophone theme      |   | Analysis and relevance of the film  | 1,2 | Listening<br>Speaking                       |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |     |   |
| 9 <sup>th</sup>  | Study of literary extract      |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
| 10 <sup>th</sup> | Film of Francophone theme      |   | Analysis and relevance of the film  | 1,2 | Listening<br>Speaking                       |
| 11 <sup>th</sup> | Study of literary extract      |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |

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|            | 12 <sup>th</sup>   | Francophone music and its artists              |   | Analysis of relevance of the songs  | 1,2 | Listening<br>Speaking                       |
|            | 13 <sup>th</sup>   | Study of literary extract                      |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
|            | 14 <sup>th</sup>   | Class presentation by students on given topics |   |   | 1,2 | Speaking<br>Reading                         |
|            | 15 <sup>th</sup>   | Class presentation by students on given topics |   |   | 1,2 | Speaking<br>Reading                         |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |  |   |   |     |   |
|            | 1. Lecture Hours – 30  |  | 3. Self-study and Homework Preparation Hours – 240                |   |     |   |
|            | 2. Tutorial / Practical / Presentation Hours –   |  | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |     |   |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |  |   |   |     |   |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |  |   |   |     |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |  |   |   |     |   |
|            | <b>30%</b>   |  |   |   |     |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |  |   |   |     |   |
|            | <b>Question Paper: 70%</b>   |  |   |   |     |   |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Léopold Sédar Senghor (Complete poetry collection)</li> <li>○ Assia Djébar (Extracts of novels)</li> <li>○ Ahmadou Kourouma (Extracts of novels)</li> <li>○ Mariama Bâ (<i>Une si longue lettre</i>)</li> <li>○ Aimé Césaire (Poetry)</li> <li>○ Tahar Ben Jelloun (Extracts of novels)</li> <li>○ Rachid Boudjedra (Extracts of novels)</li> <li>○ Rabah Belamri (Extracts of novels)</li> <li>○ Anne Hébert (Extracts of novels)</li> </ul> <p>Ananda Devi (Extracts of novels) and others...</p> |
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| <b>1.</b> | <b>Code of the Course Unit</b>                    | <b>FREN 33546</b>  |  |                   |
| <b>2.</b> | <b>Title of the Course Unit</b>                   | <b>Francophone Literature (Semester 2)</b>   |  |                   |
| <b>3.</b> | <b>Number of Credits</b>                          | <b>06</b>  |  |                   |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>             | Professor Niroshini Gunasekera   |  |                   |
| <b>5.</b> | <b>Course type</b>                                | Compulsory   |  |                   |
| <b>6.</b> | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |  |                   |
| <b>7.</b> | <b>Main objective of the course</b>               | <ul style="list-style-type: none"> <li>- Introduction to Francophone Literature and its history</li> <li>- Study of texts of Francophone Literature</li> </ul>   |  |                   |
| <b>8.</b> | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <ol style="list-style-type: none"> <li>1. Critically analyze any given text</li> <li>2. Compare and contrast different cultures (French &amp; Francophone)</li> </ol>  |  |                   |
| <b>9.</b> | <b>Contents</b>                                   | <b>Mode of Delivery/ Way of</b>  |  | <b>Integrated</b> |

| Week            | Main Themes  | Sub Themes             | Delivery (T/L Materials)  | ILO No. | Skills/ Competencies                        |
|-----------------|--|------------------------|---|---------|---|
| 1 <sup>st</sup> | Introduction to a specific author                            | Background and history | Lecture<br>Multi-media resources  | 1       | Listening<br>Speaking<br>Writing            |
| 2 <sup>nd</sup> | Introduction to a literary work of a specific author         | Background and history | Lecture<br>Multi-media resources  | 1,2     | Listening<br>Speaking<br>Writing            |
| 3 <sup>rd</sup> | Extracts of the said author                                  | Background and history | Lecture<br>Multi-media resources  | 1,2     | Listening<br>Speaking<br>Writing            |
| 4 <sup>th</sup> | Introduction to a particular novel or a collection of poetry |                        | Analysis of themes and literary styles according to norms of literary criticism | 1,2     | Listening<br>Speaking<br>Reading<br>Writing |
| 5 <sup>th</sup> | Study of a novel   |                        | Analysis of themes and literary styles according to norms of literary criticism | 1,2     | Listening<br>Speaking<br>Reading<br>Writing |



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| 6 <sup>th</sup>  | Study of a novel               |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
| 7 <sup>th</sup>  | Study of a novel               |   | Analysis and relevance of the film  | 1,2 | Listening<br>Speaking                       |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |     |   |
| 9 <sup>th</sup>  | Study of a novel               |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
| 10 <sup>th</sup> | Study of a novel               |   | Presentation by students<br>Analysis of extracts                                | 1,2 | Listening<br>Speaking<br>Reading            |
| 11 <sup>th</sup> | Study of a novel               |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |

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|            | 12 <sup>th</sup>   | Study of a novel                |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
|            | 13 <sup>th</sup>   | Study of a novel                |   | Analysis of themes and literary styles according to norms of literary criticism | 1,2 | Listening<br>Speaking<br>Reading<br>Writing |
|            | 14 <sup>th</sup>   | Film based on francophone works |   | Analysis of the relevance of the film   | 1,2 | Speaking<br>Listening                       |
|            | 15 <sup>th</sup>   | Study of a novel                |   | Presentation by students  | 1,2 | Listening<br>Speaking<br>Reading            |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                                 |   |   |     |   |
|            | 1. Lecture Hours – 30  |                                 | 3. Self-study and Homework Preparation Hours – 240                |   |     |   |
|            | 2. Tutorial / Practical / Presentation Hours –   |                                 | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |     |   |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |                                 |   |   |     |   |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |                                 |   |   |     |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |                                 |   |   |     |   |
|            | <b>30%</b>   |                                 |   |   |     |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |                                 |   |   |     |   |
|            | <b>Question Paper: 70%</b>   |                                 |   |   |     |   |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>○ Léopold Sédar Senghor (Complete poetry collection)</li> <li>○ Assia Djébar (Extracts of novels)</li> <li>○ Ahmadou Kourouma (Extracts of novels)</li> <li>○ Mariama Bâ (<i>Une si longue lettre</i>)</li> <li>○ Aimé Césaire (Poetry)</li> <li>○ Tahar Ben Jelloun (Extracts of novels)</li> <li>○ Rachid Boudjedra (Extracts of novels)</li> <li>○ Rabah Belamri (Extracts of novels)</li> <li>○ Anne Hébert (Extracts of novels)</li> </ul> <p>Ananda Devi (Extracts of novels) and others...</p> |
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| <b>1.</b> | <b>Code of the Course Unit</b>   | FREN 33554                            |
| <b>2.</b> | <b>Title of the Course Unit</b>  | Teaching French as a Foreign Language |
| <b>3.</b> | <b>Number of Credits</b>   | 04                                    |
| <b>4.</b> | <b>Course type</b>   | Compulsory                            |
| <b>5.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                       |
| <b>6.</b> | <p><b>Main objective of the course</b></p> <p>The aim of this course unit is to initiate students to the didactics of French as a foreign language. It also enables students to gain knowledge about empirical teaching methodologies &amp; current trends used in FLE teaching, to adopt a critical attitude to teaching methods and techniques as well as to create pedagogical material.</p>  |                                       |

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| 7.                    | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Describe the key notions of Teaching French as a foreign language</li> <li>2. Explain and compare different language teaching methodologies used through history</li> <li>3. Discuss the role of the CEFR in modern day language teaching/learning</li> <li>4. Identify specific roles of the language teacher and his/her learner</li> <li>5. Design educational worksheets based on authentic documents</li> <li>6. Analyze the progression of activities in a language manual and demonstrate its use in the classroom</li> <li>7. Describe key notions presented in the CEFR and interpret and argue their pertinence to the present-day classroom</li> <li>8. Present his/her opinion on a selected behavior/practice observed in the language learning classroom</li> <li>9. Identify the current trends of teaching French as a foreign language &amp; demonstrate their use in the classroom</li> </ol> |  |  |  |                |   |
| 8.                    | <b>Contents</b>   |  |  |  |                |   |
|                       | <b>Week</b>   | <b>Main Themes</b>   | <b>Sub Themes</b>  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b>                                     | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b>                      |
| <b>1<sup>st</sup></b> |   | Introduction to Teaching French as a Foreign Language                  | Definition and explanation of key terms<br>- FLE/FLS/FLSco/ FLI/FLM<br>- Didactique<br>- Méthode vs Méthodologie | Regular lecture<br>Individual work - online research   | 1              | Communication skills/ Analytical thinking/logical thinking  |
| <b>2<sup>nd</sup></b> |   | Historical overview of methodologies used in foreign language teaching | Traditional Method   | Regular lecture<br>Individual work - online research<br>PowerPoint<br>Handouts<br>Discussion | 2              | Communication skills/ Analytical thinking/critical thinking |
| <b>3<sup>rd</sup></b> |   |  | Natural method<br>Active method  | Regular lecture<br>Individual work - online research<br>Discussion                           | 2              | Communication skills/ Analytical thinking/critical thinking |

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| 4 <sup>th</sup> |   | <p>Audio-visual methods</p> <ul style="list-style-type: none"> <li>- Structuro-global Audio- visual methodology</li> <li>- Audio-oral methodology</li> </ul>   | <p>Regular lecture<br/>Individual work - online<br/>Research<br/>PowerPoint<br/>Handouts<br/>Discussion</p>           | 2     | Communication skills/ Analytical thinking/critical thinking                |  |
| 5 <sup>th</sup> |   | Communicative approach   | <p>Individual work - online<br/>research<br/>PowerPoint<br/>Handouts<br/>Group work – presentation<br/>Discussion</p> | 2     | Collaboration/ Communication skills/ Analytical thinking/critical thinking |  |
| 6 <sup>th</sup> | CEFRL and action-oriented language learning | <p>Introduction to CEFRL</p> <p>Aims &amp; objectives of CEFRL</p> <p>Introduction to action-oriented language learning approach</p> <p>Introduction to six levels of language proficiency</p> <p>Evaluating language competence through standard language tests (DELF, DELE etc.)</p> | <p>Regular lecture<br/>Individual work – online<br/>Research<br/>PowerPoint<br/>Handouts<br/>Discussion</p>           | 2,3,7 | Communication skills/ Analytical thinking/critical thinking                |  |
| 7 <sup>th</sup> |   | <p>A detailed discussion on some of the key notions presented in CECRL</p> <ul style="list-style-type: none"> <li>- Plurilingualism &amp; Pluriculturalism</li> <li>- Intercultural competence</li> </ul>  | <p>Regular lecture<br/>Individual work – online<br/>Research<br/>PowerPoint<br/>Handouts<br/>Discussion</p>           | 3,7   | Communication skills/ Analytical thinking/critical thinking                |  |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>              | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>  |   |       |  |  |

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| 9 <sup>th</sup>  |                    | <ul style="list-style-type: none"> <li>- Communicative language activities and strategies</li> <li>- Language learner's/user's competences</li> </ul> | Regular lecture<br>Individual work – online<br>Research<br>PowerPoint<br>Handouts<br>Discussion | 3,7     | Communication skills/ Analytical thinking  |
| 10 <sup>th</sup> | Classroom practice | Role of the teacher and the student in the classroom in the context of teaching French as a foreign language  | Regular lecture<br>Discussion   | 4       | Communication skills/ Analytical thinking  |
| 11 <sup>th</sup> |                    | Planning a lesson and creating educational worksheets using authentic documents   | Practical session<br>Group work   | 5       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking/Critical thinking |
| 12 <sup>th</sup> |                    | Using and analyzing teaching manuals  | Practical session<br>Group work<br>Presentation<br>Handouts<br>Discussion                       | 6       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking                   |
| 13 <sup>th</sup> |                    | Integration of ICT in language teaching   | Practical session<br>Group work<br>Discussion   | 9       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking                   |
| 14 <sup>th</sup> |                    | Classroom observation and report writing  | Practical session<br>Individual work – report   | 1,4,7,8 | Creative thinking/<br>Communication skills/ Analytical thinking/logical thinking                                 |

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| 15 <sup>th</sup> | Didactics in language learning to socio-didactics in language learning |  | Regular lecture<br>PowerPoint<br>Handouts<br>Discussion   | 1,9 | Communication skills/ Analytical thinking                                     |
| 16 <sup>th</sup> | Introduction to Teaching French as a Foreign Language                  | Definition and explanation of key terms<br>- FLE/FLS/FLSco/<br>FLI/FLM<br>- Didactique<br>- Méthode vs<br>Méthodologie | Regular lecture<br>Individual work - online<br>research   | 1   | Communication skills/ Analytical thinking/logical thinking                    |
| 17 <sup>th</sup> | Historical overview of methodologies used in foreign language teaching | Traditional Method   | Regular lecture<br>Individual work - online<br>research<br>PowerPoint<br>Handouts<br>Discussion           | 2   | Communication skills/ Analytical thinking/critical thinking                   |
| 18 <sup>th</sup> |  | Natural method<br>Active method  | Regular lecture<br>Individual work - online<br>research<br>Discussion                                     | 2   | Communication skills/ Analytical thinking/critical thinking                   |
| 19 <sup>th</sup> |  | Audio-visual methods<br>- Structuro-global<br>Audio- visual<br>methodology<br>Audio-oral<br>methodology                | Regular lecture<br>Individual work - online<br>Research<br>PowerPoint<br>Handouts<br>Discussion           | 2   | Communication skills/ Analytical thinking/critical thinking                   |
| 20 <sup>th</sup> |  | Communicative approach   | Individual work - online<br>research<br>PowerPoint<br>Handouts<br>Group work – presentation<br>Discussion | 2   | Collaboration/<br>Communication skills/ Analytical thinking/critical thinking |

|  |                  |   |  |  |       |   |
|--|------------------|---|--|--|-------|---|
|  | 21 <sup>st</sup> | CEFRL and action-oriented language learning | <p>Introduction to CEFRL</p> <p>Aims &amp; objectives of CEFRL</p> <p>Introduction to action-oriented language learning approach</p> <p>Introduction to six levels of language proficiency</p> <p>Evaluating language competence through standard language tests (DELF, DELE etc.)</p> | <p>Regular lecture</p> <p>Individual work – online</p> <p>Research</p> <p>PowerPoint</p> <p>Handouts</p> <p>Discussion</p> | 2,3,7 | Communication skills/ Analytical thinking/critical thinking |
|  | 22 <sup>nd</sup> |   | <p>A detailed discussion on some of the key notions presented in CECRL</p> <ul style="list-style-type: none"> <li>- Plurilingualism &amp; Pluriculturalism</li> <li>- Intercultural competence</li> </ul>  | <p>Regular lecture</p> <p>Individual work – online</p> <p>Research</p> <p>PowerPoint</p> <p>Handouts</p> <p>Discussion</p> | 3,7   | Communication skills/ Analytical thinking/critical thinking |
|  | 23 <sup>rd</sup> | <b>Mid Semester Evaluation</b>              | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b>  |  |       |   |
|  | 24 <sup>th</sup> |   | <ul style="list-style-type: none"> <li>- Communicative language activities and strategies</li> <li>- Language learner's/user's competences</li> </ul>  | <p>Regular lecture</p> <p>Individual work – online</p> <p>Research</p> <p>PowerPoint</p> <p>Handouts</p> <p>Discussion</p> | 3,7   | Communication skills/ Analytical thinking                   |
|  | 25 <sup>th</sup> | Classroom practice                          | Role of the teacher and the student in the classroom in the context of teaching French as a foreign language   | <p>Regular lecture</p> <p>Discussion</p>   | 4     | Communication skills/ Analytical thinking                   |



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|            | 26 <sup>th</sup>                                  |  | Planning a lesson and creating educational worksheets using authentic documents | Practical session<br>Group work   | 5       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking/Critical thinking |
|            | 27 <sup>th</sup>                                  |  | Using and analyzing teaching manuals  | Practical session<br>Group work<br>Presentation<br>Handouts<br>Discussion | 6       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking                   |
|            | 28 <sup>th</sup>                                  |  | Integration of ICT in language teaching   | Practical session<br>Group work<br>Discussion                             | 9       | Creative thinking/Collaboration/<br>Communication skills/ Analytical thinking/logical thinking                   |
|            | 29 <sup>th</sup>                                  |  | Classroom observation and report writing  | Practical session<br>Individual work – report                             | 1,4,7,8 | Creative thinking/<br>Communication skills/ Analytical thinking/logical thinking                                 |
|            | 30 <sup>th</sup>                                  | Didactics in language learning to socio-didactics in language learning |   | Regular lecture<br>PowerPoint<br>Handouts<br>Discussion                   | 1,9     | Communication skills/ Analytical thinking  |
| <b>9.</b>  | <b>Number of Notional Hours: 50x4=200</b>         |  |   |   |         |  |
|            | 1. Lecture Hours – 30                             |  | 3. Self-study and Homework Preparation Hours – 140                              |   |         |  |
|            | 2. Tutorial / Practical / Presentation Hours – 30 |  | 4. Hours for Field Surveys / Factory Visits / Social Activities –               |   |         |  |
| <b>10.</b> | <b>Evaluation and Assessment:</b>                 |  |   |   |         |  |

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|     | <p><b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p> <ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Problem-solving skills</li> <li>3. Analytical thinking</li> <li>4. Critical thinking</li> <li>5. Creative thinking</li> <li>6. Time management</li> </ol>  |
|     | <p><b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b></p> <p><b>Question Paper:</b></p>  |
| 11. | <p><b>Recommended Readings:</b></p> <ul style="list-style-type: none"> <li>- PUREN C. (1996) <i>Histoire des méthodologies de l'enseignement des langues</i>, Paris, Nathan CLE International.</li> <li>- Conseil de l'Europe / Conseil de la Coopération culturelle / Comité de l'éducation / Division des langues vivantes (2001) <i>Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer</i>, Paris, Didier.</li> <li>- COURTILLON J. (2002) <i>Elaborer un cours de FLE</i>, Paris, Hachette.</li> <li>- CUQ J.-P. (éd.) (2004) <i>Dictionnaire de didactique du français langue étrangère et seconde</i>, Grenoble, PUG-FLE.</li> <li>- MARTINEZ P. (2017) <i>Didactique des langues étrangères</i>, Paris, PUF</li> <li>- RISPAIL M. (dir.) (2017) <i>Abécédaire de sociodidactique, 65 notions et concepts</i>, Saint Étienne, PUSE</li> </ul> |

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| 1. | <b>Code of the Course Unit</b>   | FREN 33564                       |
| 2. | <b>Title of the Course Unit</b>  | French for Professional Purposes |
| 3. | <b>Number of Credits</b>   | 04                               |
| 4. | <b>Course type</b>   | Compulsory                       |
| 5. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ol style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ol> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                  |
| 6. | <p><b>Main objective of the course</b></p> <p>The main objective of this course is to enable students to use written and spoken French correctly and efficiently for professional purposes.</p>  |                                  |

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| 7.                    | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Correspond professionally by letters and electronic mails</li> <li>2. Demonstrate the ability to face an interview in French</li> <li>3. Successfully conduct a professional telephone conversation</li> <li>4. Communicate effectively in French in the world of work/in a wide range of professional situations.</li> </ol> |   |   |  |   |  |
| 8.                    | <b>Contents</b>   |   |   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                          | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>           | <b>Main Themes</b>  | <b>Sub Themes</b>                             |   |  |   |  |
| <b>1<sup>st</sup></b> | Professional letter writing   | CV for job application                        | Handouts – Sample CV, Explanatory video, Individual work      | 1,4  | Communication skills, Analytical skills |  |
| <b>2<sup>nd</sup></b> |   | Motivation letter for job application         | Handouts – Sample letters, Explanatory video, Individual work | 1,4  | Communication skills, Analytical skills |  |
| <b>3<sup>rd</sup></b> |   | CV to apply for higher studies                | Handouts – Sample CV, Explanatory video, Individual work      | 1,4  | Communication skills, Analytical skills |  |
| <b>4<sup>th</sup></b> |   | Motivation letter to apply for higher studies | Handouts – Sample letters, Explanatory video, Individual work | 1,4  | Communication skills, Analytical skills |  |

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|  | 5 <sup>th</sup> |  | Letter of complaint  | Handouts – Sample letters,<br>Explanatory video,<br>Individual work      | 1,4 | Communication skills, Analytical skills |
|  | 6 <sup>th</sup> |  | Letter of invitation                                       | Handouts – Sample letters,<br>Explanatory video,<br>Individual work      | 1,4 | Communication skills, Analytical skills |
|  | 7 <sup>th</sup> |  | Letter of request  | Handouts – Sample letters,<br>Explanatory video,<br>Individual work      | 1,4 | Communication skills, Analytical skills |
|  | 8 <sup>th</sup> |  | Professional mail  | Handouts – Sample mails,<br>Explanatory video,<br>Individual work        | 1,4 | Communication skills, Analytical skills |
|  | 9 <sup>th</sup> |  | Professional mail to apply for a Master's degree programme | Handouts – Sample letters & CV,<br>Explanatory video,<br>Individual work | 1,4 | Communication skills, Analytical skills |

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| 10 <sup>th</sup> |  | Professional mail to thank someone  | Handouts – Sample mails, Explanatory video, Individual work           | 1,4   | Communication skills, Analytical skills  |
| 11 <sup>th</sup> | Face an interview in French              | Job interview   | Video clip – examples, Role play- mock interview, Group work          | 2,3,4 | Collaboration, Communication skills, Persuading, Problem-solving, Logical thinking |
| 12 <sup>th</sup> | Professional telephone conversation      | Reserving a hotel room  | Group work, Video clip – examples, Role play- telephone, conversation | 3,4   | Collaboration, Communication skills, Problem-solving, Logical thinking             |
| 13 <sup>th</sup> | <b>Mid Semester Evaluation</b>           | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |       |  |
| 14 <sup>th</sup> |  | Reserving a train ticket  | Group work, Video clip – examples, Role play- telephone, conversation | 3,4   | Collaboration, Communication skills, Problem-solving, Logical thinking             |
| 15 <sup>th</sup> | Conversations in professional situations | At the airport/at the train station   | Group work, Video clip – examples, Role play                          | 3,4   | Collaboration, Communication skills, Problem-solving, Logical thinking             |

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| <b>16th</b> |                               | Conversation at the hotel reception                         | Group work,<br>Video clip – examples,<br>Role play   | 3,4 | Collaboration,<br>Communication skills,<br>Problem-solving,<br>Logical thinking   |
| <b>17th</b> | Creating advertising material | Brochure to promote a tourist agency                        | Group work,<br>Handouts – models,<br>Online research | 4   | Collaboration,<br>Communication skills,<br>Logical thinking,<br>Creative thinking |
| <b>18th</b> |                               | Creating an itinerary and promoting it                      | Group work,<br>Handouts – models,<br>Online research | 4   | Collaboration,<br>Communication skills,<br>Logical thinking,<br>Creative thinking |
| <b>19th</b> |                               | Written advertisement to promote commercial goods           | Group work,<br>Handouts – models,<br>Online research | 4   | Collaboration,<br>Communication skills,<br>Logical thinking,<br>Creative thinking |
| <b>20th</b> |                               | Oral presentation – promoting commercial goods/ services    | Group work,<br>Presentation,<br>Online research      | 4   | Collaboration,<br>Communication skills,<br>Logical thinking,<br>Creative thinking |
| <b>21st</b> |                               | Poster advertisement - promoting commercial goods/ services | Group work,<br>Presentation,<br>Online research      | 4   | Collaboration,<br>Communication skills,<br>Logical thinking,<br>Creative thinking |

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|  | 22 <sup>nd</sup> | Report writing           | Project report                                       | Handouts – Sample letters,<br>Explanatory video,<br>Individual work | 4 | Communication skills, Analytical skills                                  |
|  | 23 <sup>rd</sup> | Classified advertisement | Classified advertisement to find an apartment/room   | Handouts- Sample, advertisements, Group work                        | 4 | Communication skills, creative thinking, collaboration                   |
|  | 24 <sup>th</sup> |                          | Classified advertisement to find a roommate          | Handouts- Sample, advertisements, Group work, online research       | 4 | Communication skills, creative thinking, collaboration                   |
|  | 25 <sup>th</sup> |                          | Classified advertisement to sell a used product      | Handouts- Sample, advertisements, Group work, online research       | 4 | Communication skills, creative thinking, collaboration                   |
|  | 26 <sup>th</sup> | Professional cards       | Invitation card                                      | Group work,<br>Handouts – models ,<br>Online research               | 4 | Collaboration, Communication skills, Logical thinking, Creative thinking |
|  | 27 <sup>th</sup> | Professional speech      | A professional speech by the chief guest of an event | Online research, Handouts- relevant vocabulary, Videos, group work  | 4 | Collaboration, Communication skills, Logical thinking, Creative thinking |

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|            | 28 <sup>th</sup>   |                      | Presentation of a professional report at a meeting                | Online research, Handouts-relevant vocabulary, Videos, group work | 4 | Collaboration, Communication skills, Logical thinking, Creative thinking |
|            | 29 <sup>th</sup>   |                      | A debate of a given topic   | Online research, Handouts-relevant vocabulary, Videos, group work | 4 | Collaboration, Communication skills, Logical thinking, Creative thinking |
|            | 30 <sup>th</sup>   | Professional writing | Report of the meeting   | Handouts – Sample reports, Explanatory video, Individual work     | 4 | Communication skills, Analytical skills, Organizing                      |
| <b>9.</b>  | <b>Number of Notional Hours: 200</b>   |                      |   |   |   |  |
|            | 1. Lecture Hours – 60  |                      | 3. Self-study and Homework Preparation Hours – 140                |   |   |  |
|            | 2. Tutorial / Practical / Presentation Hours –   |                      | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |   |  |
| <b>10.</b> | <b>Evaluation and Assessment:</b>  |                      |   |   |   |  |
|            | <b>In Course Evaluation (Assessment) 30% from Total Marks Allocated</b>  |                      |   |   |   |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |                      |   |   |   |  |
|            | <ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Problem-solving skills</li> <li>3. Analytical thinking</li> <li>4. Critical thinking</li> <li>5. Creative thinking</li> <li>6. Time management</li> </ol>   |                      |   |   |   |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 70% from Total Marks Allocated</b>   |                      |   |   |   |  |
|            | <b>Question Paper:</b>   |                      |   |   |   |  |
| <b>11.</b> | <b>Recommended Readings:</b>   |                      |   |   |   |  |
|            | <ol style="list-style-type: none"> <li>1. Adeline Lesot (2018) <i>Bescherelle poche Mieux rédiger: L'essentiel pour améliorer son expression</i></li> <li>2. Éliane Cloose (2014) <i>Le français du monde du travail - B1-B2</i>, Nouvelle édition, PUG</li> <li>3. Valérie Vermurie (2019) <i>Au boulot ! Savoir lire, écrire, compter en français pour travailler</i>, PUG</li> <li>4. Anne-Marie Calmy (2014) <i>Le Français Du Tourisme</i>, Hachette FLE</li> </ol> |                      |   |   |   |  |



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|----|--|--------------------|--|--|----------------|--|
| 1. | <b>Code of the Course Unit</b>   |                    | <b>FREN 32574</b>                                |  |                |  |
| 2. | <b>Title of the Course Unit</b>  |                    | <b>Research Methodology and Academic Writing</b> |  |                |  |
| 3. | <b>Number of Credits</b>   |                    | <b>04</b>  |  |                |  |
| 4. | <b>Coordinator of the Course Unit</b>  |                    | <b>Dr. Samantha Jayawardena</b>                  |  |                |  |
| 5. | <b>Course type</b>   |                    | Compulsory                                       |  |                |  |
| 6. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                    |  |  |                |  |
| 7. | <p><b>Main objective of the course</b></p> <p>The students will learn how to conduct a basic research and present the research in writing as a “mini memoire”.</p>   |                    |  |  |                |  |
| 8. | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. identify and explain the key elements of a research</li> <li>2. make use of the research terminology</li> <li>3. develop and conduct a basic research project under supervision</li> <li>4. compose the written report/dissertation on the research carried out</li> <li>5. write the abstract of the research carried out</li> <li>6. use the recommended referencing style to cite avoiding plagiarism</li> <li>7. compile a bibliography using the recommended referencing style</li> </ol>   |                    |  |  |                |  |
| 9. | <b>Contents</b>  |                    |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|    | <b>Week</b>  | <b>Main Themes</b> | <b>Sub Themes</b>                                |  |                |  |

|  |                 |   |                                    |                                 |       |   |
|--|-----------------|---|------------------------------------|---------------------------------|-------|---|
|  | 1 <sup>st</sup> | Introduction to the course unit.<br>General discussion on what is research/methodology? Choosing a subject/area for the mini dissertation |                                    | Lecture, discussion             | 1,2   | Critical thinking,<br>Select/analyze/synthesize relevant data,<br>Problem solving |
|  | 2 <sup>nd</sup> | Choosing a research topic (conditions/steps)  | Role of the researcher, supervisor | Lecture, discussion of examples | 1,2,3 | Critical thinking,<br>Select/analyze/synthesize relevant data,<br>Problem solving |
|  | 3 <sup>rd</sup> | Formulating the research question,<br>What is a hypothesis  |                                    | Lecture, discussion             | 1,2,3 | Critical thinking,<br>Select/analyze/synthesize relevant data,<br>Problem solving |

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|  | 4 <sup>th</sup> | <p>Methodology, methods</p> <p>Discussing the student research project</p>                            | <p>Different methods</p> <p>Qualitative and quantitative, mix methods</p> | <p>Lecture, discussion</p> | <p>1,2,3</p> | <p>Critical thinking, Select/analyze/synthesize relevant data, Problem solving</p> |
|  | 5 <sup>th</sup> | <p>Different approaches, Use of theory in research</p> <p>Discussing the student research project</p> | <p>Inductive and deductive research</p>                                   | <p>Lecture, discussion</p> | <p>1,2,3</p> | <p>Critical thinking, Select/analyze/synthesize relevant data, Problem solving</p> |
|  | 6 <sup>th</sup> | <p>Data collection, analysis, results</p> <p>Discussing the student research project</p>              |   | <p>Lecture, discussion</p> | <p>1,2,3</p> | <p>Critical thinking, Problem solving</p>  |

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|                 |   |   |                     |       |                                      |
| 7 <sup>th</sup> | Organizing the content/le plan: introduction, literature review, analysis/results/ discussion, conclusion, annex<br><br>Discussing the student research project |   | Lecture, discussion | 1,2,3 | Critical thinking<br>Problem solving |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>  | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                     |       |                                      |
| 9 <sup>th</sup> | Organizing the content/le plan: introduction, literature review, analysis/results/ discussion, conclusion, annex<br><br>Discussing the student research project |   | Lecture, discussion | 1,2,3 | Critical thinking<br>Problem solving |

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|  | 10 <sup>th</sup> | Academic writing,<br>use of evidence<br>Referencing style -<br>Harvard<br><br>Discussing the<br>student research<br>project | What is plagiarism?<br>How to avoid<br>plagiarism? | Lecture, discussion             | 1,2,3,6   | Critical thinking<br>Problem solving |
|  | 11 <sup>th</sup> | Compiling a<br>bibliography –<br>Harvard style of<br>referencing  |  | Lecture, discussion of examples | 1,2,3,6,7 | Critical thinking<br>Problem solving |
|  | 12 <sup>th</sup> | Academic<br>writing, academic<br>language,<br>Writing style   | (Dos and Don'ts)                                   | Lecture, discussion of examples | 1,2,3,4,5 | Critical thinking<br>Problem solving |

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|            | 13 <sup>th</sup>   | Discussing the student research project |   | Individual discussions          | 1,2,3,4   | Critical thinking<br>Problem solving   |
|            | 14 <sup>th</sup>   | Writing an abstract                     |   | Lecture, discussion of examples | 1,2,3,4,5 | Critical thinking<br>Problem solving   |
|            | 15 <sup>th</sup>   | Presentation of the mini research       |   | Individual presentation         | 1,2,3,4   | Presentation skills,<br>Critical thinking<br>Problem solving,<br>Use of IT knowledge |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |   |   |                                 |           |  |
|            | 1. Lecture Hours – 45  |   | 3. Self-study and Homework Preparation Hours – 155                |                                 |           |  |
|            | 2. Tutorial / Practical / Presentation Hours –   |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                                 |           |  |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |   |   |                                 |           |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>               |   |   |                                 |           |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                          |   |   |                                 |           |  |
|            | Presentation skills,<br>Critical thinking<br>Problem solving,<br>Use of IT knowledge,<br>Research skills |   |   |                                 |           |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>           |   |   |                                 |           |  |
|            | <b>Question Paper: 100 assessments</b>   |   |   |                                 |           |  |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Mathieu Guidère (2004) <i>Méthodologie de la recherche : Guide du jeune chercheur en Lettres, Langues, Sciences humaines et sociales</i>, Ellipses</li> <li>2. Sophie Boutillier, Alban Goguel d'Allondans, Dimitri Uzunidis (2002) <i>Réussir sa thèse ou son mémoire</i>, Jeunes Editions</li> <li>3. Michèle Lenoble-Pinson(1996) <i>LA REDACTION SCIENTIFIQUE. Conception, rédaction, présentation, signalétique</i>, De Boeck</li> <li>4. Uwe Flick(2011) <i>Introducing Research Methodology: A Beginner's Guide to Doing a Research Project</i>, Sage Publications</li> </ol> |
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| <b>Field of Study: Professional Subject Stream</b> |   |  |  |                   |                |
|--|---|--|--|-------------------|----------------|
| 1  | <b>Code of the Course Unit</b>  |  | PSNH 31512   |                   |                |
| 2  | <b>Title of the Course Unit</b>   |  | National Heritages and Civic Responsibility              |                   |                |
| 3  | <b>Number of Credits</b>  |  | 2  |                   |                |
| 4  | <b>Type</b>   |  | Optional / Compulsory                                    |                   |                |
| 5  | <b>Pre-requisites</b>   |  | None   |                   |                |
| 6  | <p><b>Main objective of the course</b><br/>The objective of the course unit is to provide a thorough knowledge on national heritages and ethics and norms of Sri Lankan culture.</p>  |  |  |                   |                |
| 7  | <p><b>Intended Learning Outcomes (ILOs)</b><br/>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> <li>1. Critically discuss the concept of heritage</li> <li>2. Discuss the characteristics of national heritages in Sri Lanka</li> <li>3. Identify areas of civic responsibility, ethical behaviors, and educational practices</li> <li>4. Discuss various heritages related to cultural production and expression</li> </ol> |  |  |                   |                |
| 8  | <b>Contents</b>   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>No of Hrs.</b> | <b>ILO No.</b> |
|  | <b>Week</b>   | <b>Main Themes</b>   |  |                   |                |
|  | 1 <sup>st</sup>   | Critical introduction to the concept of heritage               |  |                   |                |
|  | 2 <sup>nd</sup>   | Ancient civilizations and “nation-ness” in Sri Lanka           |  |                   |                |
|  | 3 <sup>rd</sup>   | Ancient irrigation systems and other socio-economic structures |  |                   |                |
|  | 4 <sup>th</sup>   | Local food cultures: Production, preservation,                 |  |                   |                |

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|     |  | and distribution  |  | 2 |  |
|     | 5 <sup>th</sup>  | Traditional Knowledges of body and mind   |  | 2 |  |
|     | 6 <sup>th</sup>  | Ecology: knowledge, ethics, and heritages   |  | 2 |  |
|     | 7 <sup>th</sup>  | Ecology: knowledge, ethics, and heritages   |  | 2 |  |
|     | 8 <sup>th</sup>  | Mid Semester Evaluation<br>Written Examination/ Assignment /<br>Individual or Group Presentation / Practical Test |  | 2 |  |
|     | 9 <sup>th</sup>  | Artistic traditions and cultural forms of<br>expression across genres, eras, and regions                          |  | 2 |  |
|     | 10 <sup>th</sup>   | Ethics: traditionalism and morality—a critical<br>approach  |  | 2 |  |
|     | 11 <sup>th</sup>   | Productive Leisure  |  | 2 |  |
|     | 12 <sup>th</sup>   | Productive Leisure  |  | 2 |  |
|     | 13 <sup>th</sup>   | Educational cultures, ancient and modern  |  | 2 |  |
|     | 14 <sup>th</sup>   | Educational cultures, ancient and modern  |  | 2 |  |
|     | 15 <sup>th</sup>   | Review, Further instructions<br>- Review of student's performances,<br>- Further instructions and guidance.       |  | 2 |  |
| 9.  | <b>Number of Notional Hours: 100</b>   |   |  |   |  |
|     | 1. Lecture Hours: 30      2. Self-study and Homework Preparation Hours: 50<br>3. Hours for recommended reading: 20   |   |  |   |  |
| 10. | <b>Evaluation and Assessment:</b>  |   |  |   |  |
|     | In Course Evaluation (Mid Semester Evaluation) 50% from Total Marks Allocated<br>Oral presentation on Sri Lankan culture and National heritages part I                   |   |  |   |  |
|     | End of Course Evaluation (End Semester Evaluation) 50% from Total Marks Allocated<br>Oral Presentation on Sri Lankan culture and National heritages Part II and activity |   |  |   |  |
| 11. | <b>Recommended Readings:</b>   |   |  |   |  |



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| <b>Field of Study: Professional Subject Stream</b> |   |                    |   |   |                   |                |
|--|---|--------------------|---|---|-------------------|----------------|
| 1  | <b>Code of the Course Unit</b>  |                    | PSIT 32522  |   |                   |                |
| 2  | <b>Title of the Course Unit</b>   |                    | ICT Skills for Education and Professional- Part I |   |                   |                |
| 3  | <b>Number of Credits</b>  |                    | 2   |   |                   |                |
| 4  | <b>Type</b>   |                    | Optional  |   |                   |                |
| 5  | <b>Coordinator of the Course Unit</b>   |                    | Most Senior Lecturer of the Relevant Course Unit  |   |                   |                |
| 6  | <b>Pre-requisites</b>   |                    | None  |   |                   |                |
| 7  | <b>Main objective of the course</b><br>I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.<br>II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.<br>III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.<br>IV. To provide human capital for the employment market of the country.<br>VI. To assist and promote new venture creation of the country.   |                    |   |   |                   |                |
| 8  | <b>Intended Learning Outcomes (ILOs)</b><br>At the completion of this course unit the student will be able to <ol style="list-style-type: none"> <li>5. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</li> <li>6. Use MS Office package for improving workplace performance</li> <li>7. Create databases by using relevant software packages</li> <li>8. Design required graphics for teaching and learning/workplace/day to day life</li> <li>9. Use digital technology for research and innovation</li> <li>10. Use digital teaching and learning tools to support e-learning</li> <li>11. Create a simple educational game</li> <li>12. Design an interactive web</li> <li>13. Use smart technology for Digital living</li> <li>14. Value ethically use of information technology</li> </ol> |                    |   |   |                   |                |
| 9  | <b>Contents</b>   |                    |   | <b>Mode of Delivery/ Way of Delivery (T/L</b> | <b>No of Hrs.</b> | <b>ILO No.</b> |
|  | <b>Week</b>   | <b>Main Themes</b> | <b>Sub Themes</b>                                 |   |                   |                |

|                       |   |  |  | <b>Materials)</b> |   |     |
|-----------------------|---|--|--|-------------------|---|-----|
| <b>1<sup>st</sup></b> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment | Definition of information literacy including components and models, Basic information literacy skills including critical thinking, reading skills, and independent learning, | <b>Direct classroom teaching/ online teaching/ blended</b> |                   | 2 | 1   |
| <b>2<sup>nd</sup></b> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment | Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment  |  |                   | 2 | 1   |
| <b>3<sup>rd</sup></b> | Use of Microsoft Office package for educational purposes and for the workplace  | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word  |  |                   | 2 | 2   |
| <b>4<sup>th</sup></b> | Use of Microsoft Office package for educational purposes and for the workplace  | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint  |  |                   | 2 | 2   |
| <b>5<sup>th</sup></b> | Create databases by using relevant software packages  | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access  |  |                   | 2 | 2,3 |
| <b>6<sup>th</sup></b> | Graphics for teaching and learning  |  |  |                   | 2 | 4   |
| <b>7<sup>th</sup></b> | Digital technology for research and innovation  | Practical on Prezi   |  |                   |   | 5   |

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|     |   |  |   |  | 2 |    |
|     | 8 <sup>th</sup>   | Digital technology for research and innovation   | Practical on Zotero or Mendeley – Online Reference Management Tools   |  | 2 | 5  |
|     | 9 <sup>th</sup>   | Mid Semester Evaluation<br>Written Examination/ Assignment / Individual or Group Presentation / Practical Test |   |  |   |    |
|     | 10 <sup>th</sup>  | Use digital teaching and learning tools to support e-learning  | Practical on Blended learning tools – Mentimeter /Gosoapbox   |  | 2 | 6  |
|     | 11 <sup>th</sup>  | Create a simple educational game   |   |  | 2 | 7  |
|     | 12 <sup>th</sup>  | Design an interactive web  |   |  | 2 | 8  |
|     | 13 <sup>th</sup>  | Use smart technology for Digital living  | Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st century. |  | 2 | 9  |
|     | 14 <sup>th</sup>  | Use smart technology for Digital living  | Smart use of smart phone, Facebook, Flicker, LinkedIn profile   |  | 2 | 9  |
|     | 15 <sup>th</sup>  | Value ethically use of information technology  | Ethical standards and practices of information  |  | 2 | 10 |
| 10. | <b>Number of Notional Hours: 100</b>  |  |   |  |   |    |
|     | 1. Lecture Hours: 30      3. Self-study and Homework Preparation Hours: 20<br>2. Tutorial Hours: 30      4. Hours for recommended reading: 20 |  |   |  |   |    |
| 11. | <b>Evaluation and Assessment:</b>   |  |   |  |   |    |

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|    | <p><b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b></p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>   |
|    | <p><b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b></p> <p><b>Question Paper:</b></p>  |
| 12 | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Merkow, M. S., Breithaupt, J. (2015), <b>Information Security: Principles and Practices</b>, Wiley, New Jersey</li> <li>2. Livingstone, S., Sefton-Green, J. (2016), <b>The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)</b>, New York University Press, New York</li> <li>3. Munir, K. (2016), <b>Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics)</b>, 1st Edi. IGI global, Hershey, PA</li> </ol> |

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| 1. | <b>Code of the Course Unit</b>   | <b>FREN 43516</b>                          |
| 2. | <b>Title of the Course Unit</b>  | <b>Comparative Literature (Semester 1)</b> |
| 3. | <b>Number of Credits</b>   | <b>06</b>                                  |
| 4. | <b>Coordinator of the Course Unit</b>  | Professor Niroshini Gunasekera             |
| 5. | <b>Course type</b>   | Compulsory                                 |
| 6. | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |  |
| 7. | <p><b>Main objective of the course</b></p> <ol style="list-style-type: none"> <li>1. Do a critical analysis on any given texts that are comparable, be it written, audio or video.</li> </ol>  |  |

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|----|---|---|-------------------|--|----------------|--|
| 8. | <b>Expected/Intended Learning Outcomes (ILOs)</b><br><b>1. Compare, Contrast and critically analyze literary and artistic works</b> |   |                   |  |                |  |
| 9. | <b>Contents</b>   |   |                   |  |                |  |
|    | <b>Week</b>   | <b>Main Themes</b>  | <b>Sub Themes</b> | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|    | 1 <sup>st</sup>   | Introduction to Comparative Literature                              |                   | Lecture  | 1              | Listening, Speaking, Writing           |
|    | 2 <sup>nd</sup>   | Introduction to Comparative Literature continued                    |                   | Lecture  | 1              | Listening, Speaking, Writing           |
|    | 3 <sup>rd</sup>   | Introduction to comparable artistic works                           |                   | Lecture + multimedia                                     | 1              | Listening, Speaking, Reading, Writing  |
|    | 4 <sup>th</sup>   | Comparing artistic works (Literary works/ paintings/songs/films...) |                   | Lecture based on the chosen material                     | 1              | Listening, Speaking, Reading, Writing  |

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| 5 <sup>th</sup>  | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 6 <sup>th</sup>  | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 7 <sup>th</sup>  | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>                                      | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                                      |   |                                       |
| 9 <sup>th</sup>  | Comparing artistic works (Literary works/paintings/songs/films...)  |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 10 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |

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| 11 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...)                            |  | Lecture based on the chosen material                              | 1 | Listening, Speaking, Reading, Writing |
| 12 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...)                            |  | Lecture based on the chosen material                              | 1 | Listening, Speaking, Reading, Writing |
| 13 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...)                            |  | Lecture based on the chosen material                              | 1 | Listening, Speaking, Reading, Writing |
| 14 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...)                            |  | Lecture based on the chosen material                              | 1 | Listening, Speaking, Reading, Writing |
| 15 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...)                            |  | Lecture based on the chosen material                              | 1 | Listening, Speaking, Reading, Writing |
| <b>10.</b>       | <b>Number of Notional Hours:</b>   |  |   |   |                                       |
|                  | 1. Lecture Hours – 30  |  | 3. Self-study and Homework Preparation Hours – 240                |   |                                       |
|                  | 2. Tutorial / Practical / Presentation Hours –   |  | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |                                       |
| <b>11.</b>       | <b>Evaluation and Assessment:</b>  |  |   |   |                                       |
|                  | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |  |   |   |                                       |
|                  | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |  |   |   |                                       |
|                  | 100%   |  |   |   |                                       |
|                  | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |  |   |   |                                       |
|                  | <b>Question Paper:</b>   |  |   |   |                                       |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>2. Chevrel, Yves (2016) <i>La littérature comparée</i>, PUF</li> <li>3. Chauvin, Danièle, and Yves Chevrel (2006) <i>Introduction à la littérature comparée</i>, Dunod</li> </ol> |
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|-----------|---|--|-------------------|--|----------------|--|
| <b>1.</b> | <b>Code of the Course Unit</b>                    | <b>FREN 43516</b>  |                   |  |                |  |
| <b>2.</b> | <b>Title of the Course Unit</b>                   | <b>Comparative Literature (semester 2)</b>   |                   |  |                |  |
| <b>3.</b> | <b>Number of Credits</b>                          | <b>06</b>  |                   |  |                |  |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>             | Professor Niroshini Gunasekera   |                   |  |                |  |
| <b>5.</b> | <b>Course type</b>                                | Compulsory   |                   |  |                |  |
| <b>6.</b> | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ol style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ol> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |  |                |  |
| <b>7.</b> | <b>Main objective of the course</b>               | <ol style="list-style-type: none"> <li>1. Do a critical analysis on any given texts that are comparable, be it written, audio or video.</li> </ol>   |                   |  |                |  |
| <b>8.</b> | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <ol style="list-style-type: none"> <li>1. Compare, Contrast and critically analyze literary and artistic works</li> </ol>  |                   |  |                |  |
| <b>9.</b> | <b>Contents</b>                                   |  |                   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|           | <b>Week</b>                                       | <b>Main Themes</b>   | <b>Sub Themes</b> |  |                |  |
|           | 1 <sup>st</sup>                                   | Introduction to Comparative Literature   |                   | Lecture  | 1              | Listening, Speaking, Writing           |



|                 |   |  |                                      |   |                                       |
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| 2 <sup>nd</sup> | Introduction to Comparative Literature continued                    |  | Lecture                              | 1 | Listening, Speaking, Writing          |
| 3 <sup>rd</sup> | Introduction to comparable artistic works                           |  | Lecture + multimedia                 | 1 | Listening, Speaking, Reading, Writing |
| 4 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |  | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 5 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |  | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 6 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |  | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |

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| 7 <sup>th</sup>  | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Lecture based on the chosen material | 1 | Listening, Speaking, Reading, Writing |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b>                                      | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                                      |   |                                       |
| 9 <sup>th</sup>  | Comparing artistic works (Literary works/paintings/songs/films...)  |   | Student presentations                | 1 | Listening, Speaking, Reading, Writing |
| 10 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations                | 1 | Listening, Speaking, Reading, Writing |
| 11 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations                | 1 | Listening, Speaking, Reading, Writing |
| 12 <sup>th</sup> | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations                | 1 | Listening, Speaking, Reading, Writing |

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|            | 13 <sup>th</sup>   | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations | 1 | Listening, Speaking, Reading, Writing |
|            | 14 <sup>th</sup>   | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations | 1 | Listening, Speaking, Reading, Writing |
|            | 15 <sup>th</sup>   | Comparing artistic works (Literary works/ paintings/songs/films...) |   | Student presentations | 1 | Listening, Speaking, Reading, Writing |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |   |   |                       |   |                                       |
|            | 1. Lecture Hours – 16  |   | 3. Self-study and Homework Preparation Hours – 240                |                       |   |                                       |
|            | 2. Tutorial / Practical / Presentation Hours – 14  |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                       |   |                                       |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |   |   |                       |   |                                       |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>         |   |   |                       |   |                                       |
|            | <i>Expected soft skills to be evaluated through the continuous assessments: 100%</i>               |   |   |                       |   |                                       |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>     |   |   |                       |   |                                       |
|            | <b>Question Paper: 100% assessments</b>  |   |   |                       |   |                                       |
| <b>12.</b> | <b>Recommended Readings:</b>   |   |   |                       |   |                                       |
|            | 2. Chevrel, Yves (2016) <i>La littérature comparée</i> , PUF                                       |   |   |                       |   |                                       |
|            | 3. Chauvin, Danièle, and Yves Chevrel (2006) <i>Introduction à la littérature comparée</i> , Dunod |   |   |                       |   |                                       |

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|-----------|---------------------------------------|--------------------------------------|
| <b>1.</b> | <b>Code of the Course Unit</b>        | <b>FREN 41524</b>                    |
| <b>2.</b> | <b>Title of the Course Unit</b>       | <b>Literary Criticism and Theory</b> |
| <b>3.</b> | <b>Number of Credits</b>              | <b>04</b>                            |
| <b>4.</b> | <b>Coordinator of the Course Unit</b> | <b>Dr. Samantha Jayawardena</b>      |
| <b>5.</b> | <b>Course type</b>                    | Compulsory                           |

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| 6.              | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                      |                     |  |                                   |  |
| 7.              | <p><b>Main objective of the course</b></p> <p>The main objective is to enhance the literary analytical skills of the students.</p>   |                                      |                     |  |                                   |  |
| 8.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. critically analyze an extract of a literary work</li> <li>2. Identify and comment different aspects of a literary work</li> <li>3. compose a critique analyzing literary elements</li> </ol>   |                                      |                     |  |                                   |  |
| 9.              | <b>Contents</b>  |                                      |                     | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                    | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>   | <b>Sub Themes</b>                    |                     |  |                                   |  |
| 1 <sup>st</sup> | Introduction to the course unit  | Literary analysis, Figures of speech |                     |  |                                   |  |
|                 |  |                                      | Lecture, discussion | 1,2  | Analytical skill, problem solving |  |

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| 2 <sup>nd</sup> | Literary analysis<br>analysis of a text<br>(XVII Century)  |  | Lecture, discussion, individual<br>work | 1,2 | Analytical skills,<br>Problem solving,<br>Critical thinking |
| 3 <sup>rd</sup> | Literary analysis<br>analysis of a text<br>(XVIII Century) |  | Lecture, discussion, individual<br>work | 1,2 | Analytical skills,<br>Problem solving,<br>Critical thinking |
| 4 <sup>th</sup> | Literary analysis<br>analysis of a text<br>(XIX Century)   |  | Lecture, discussion, individual<br>work | 1,2 | Analytical skills,<br>Problem solving,<br>Critical thinking |

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|  | 5 <sup>th</sup> | Literary analysis<br>analysis of a text<br>(XX century/<br>Contemporary<br>writers) |                            | Lecture, discussion, individual<br>work | 1,2   | Analytical skills,<br>Problem solving,<br>Critical thinking                   |
|  | 6 <sup>th</sup> | Literary analysis<br>les contes   |                            | Lecture, discussion, group<br>activity  | 1,2,3 | Analytical skills,<br>Problem solving,<br>Critical thinking                   |
|  | 7 <sup>th</sup> | Literary analysis<br>Analysis of a text   | La littérature fantastique | Lecture, discussion, group<br>activity  | 1,2   | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |

| 8 <sup>th</sup>  | Mid Semester Evaluation                 | Written Examination / Assignment / Individual or Group Presentation / Practical Test |   |       |   |  |
|------------------|---|--|---|-------|---|--|
| 9 <sup>th</sup>  | Literary analysis<br>analysis of a text | Écrivain feminist  | Lecture, discussion,<br>group/individual activity | 1,2   | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |  |
| 10 <sup>th</sup> | Literary analysis<br>analysis of a text | La science fiction   | Lecture, discussion,<br>group/individual activity | 1,2   | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |  |
| 11 <sup>th</sup> | Literary analysis<br>analysis of a text | La littérature de jeunesse   | Lecture, discussion,<br>group/individual activity | 1,2,3 | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |  |
| 12 <sup>th</sup> | Literary analysis<br>analysis of a text | Le roman par lettres   | Lecture, discussion,<br>group/individual activity | 1,2,3 | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |  |

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|            | 13 <sup>th</sup>  | Literary analysis<br>analysis of a text<br>(XX siècle/<br>Contemporary<br>Writers) |   | Lecture, discussion,<br>group/individual activity | 1,2,3 | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |
|            | 14 <sup>th</sup>  | Literary analysis<br>analysis of a text  | Le roman policier   | Lecture, discussion,<br>group/individual activity | 1,2,3 | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |
|            | 15 <sup>th</sup>  | Literary analysis<br>Composition<br>Summary<br>Revision                            |   | Lecture, discussion,<br>group/individual activity | 1,2,3 | Analytical skills,<br>Collaboration,<br>Problem solving,<br>Critical thinking |
| <b>10.</b> | <b>Number of Notional Hours:</b>  |  |   |   |       |   |
|            | 1. Lecture Hours – 30   |  | 3. Self-study and Homework Preparation Hours – 170                |   |       |   |
|            | 2. Tutorial / Practical / Presentation Hours –  |  | 4. Hours for Field Surveys / Factory Visits / Social Activities – |   |       |   |
| <b>11.</b> | <b>Evaluation and Assessment:</b>   |  |   |   |       |   |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>  |  |   |   |       |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i><br>Analytical skills,<br>Problem solving,<br>Critical thinking,<br>Use of IT skills,<br>Collaboration,<br>Presentation skills |  |   |   |       |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>  |  |   |   |       |   |
|            | <b>Question Paper:</b>  |  |   |   |       |   |



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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Daniel Bergez et al. (2005) <i>Méthodes critiques pour l'analyse littéraire</i>, Armond Colin</li> <li>2. Daniel Bergez (2016) <i>Courants critiques et analyse littéraire</i> (3e éd.) Broché</li> <li>3. Jérôme Roger (2016) <i>La critique littéraire</i> (3e éd.) Poche</li> <li>4. Catherine Fromilhague (2015) <i>Les figures de style</i>, Poche</li> <li>5. Joëlle Gardes Tamine and Marie-Claude Hubert (2011) <i>Dictionnaire de la critique littéraire</i> (4e éd.) Broché</li> </ol> |
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| <b>1.</b> | <b>Code of the Course Unit</b>   | <b>FREN 43534</b>                   |
| <b>2.</b> | <b>Title of the Course Unit</b>  | <b>Language in Use (semester 1)</b> |
| <b>3.</b> | <b>Number of Credits</b>   | <b>04</b>                           |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>  | Dr. Samantha Jayawardena            |
| <b>5.</b> | <b>Course type</b>   | Compulsory                          |
| <b>6.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                     |
| <b>7.</b> | <p><b>Main objective of the course</b></p> <p>The main objective is to enhance the following aspects: written and oral comprehension, written and oral composition</p>   |                                     |

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| <b>8.</b>             | <b>Expected/Intended Learning Outcomes (ILOs)</b> <ol style="list-style-type: none"> <li>1. communicate flexibly and effectively for social, academic and professional purposes</li> <li>2. compose clear, well-structured, detailed text on complex subjects</li> </ol> |                   |  |  |   |  |
| <b>9.</b>             | <b>Contents</b>  |                   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                                    | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>           | <b>Main Themes</b>   | <b>Sub Themes</b> |  |  |   |  |
| <b>1<sup>st</sup></b> | Oral composition (debate/interview)  |                   | Discussion, group activity                   | 1  | Critical thinking, Problem solving, collaboration |  |
| <b>2<sup>nd</sup></b> | Oral comprehension   |                   | Video/documentary screening/song, discussion | 1  | Problem solving, Critical thinking                |  |

|  |                 |                       |  |                                       |     |                                       |
|--|-----------------|-----------------------|--|---------------------------------------|-----|---------------------------------------|
|  | 3 <sup>rd</sup> | Written comprehension |  | Discussion, individual/group activity | 2   | Critical thinking,<br>Problem solving |
|  | 4 <sup>th</sup> | Written composition   |  | Individual/group activity, discussion | 1   | Critical thinking,<br>Problem solving |
|  | 5 <sup>th</sup> | Film review           |  | Film screening, discussion            | 1,2 | Critical thinking<br>Problem solving  |

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|  | 6 <sup>th</sup> | Film review                    |   | Discussion, group activity            | 1,2 | Critical thinking,<br>Problem solving                   |
|  | 7 <sup>th</sup> | Written composition            | Creative writing  | Group/individual activity, discussion | 2   | Critical thinking,<br>Problem solving                   |
|  | 8 <sup>th</sup> | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                                       |     |   |
|  | 9 <sup>th</sup> | Oral comprehension             |   | Group activity/video screening        | 1   | Problem solving,<br>Critical thinking,<br>collaboration |

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|                  |                       |                  |                                       |   |   |
| 10 <sup>th</sup> | Oral composition      |                  | Group activity                        | 2 | Problem solving, Critical thinking, collaboration |
| 11 <sup>th</sup> | Written comprehension |                  | Individual activity, discussion       | 2 | Problem solving, Critical thinking                |
| 12 <sup>th</sup> | Written composition   | Creative writing | Group/individual activity, discussion | 2 | Critical thinking, Problem solving                |

|            |  |                       |   |                                       |   |  |
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|            | 13 <sup>th</sup>   | Written comprehension |   | Group/individual activity, discussion | 2 | Critical thinking, Problem solving   |
|            | 14 <sup>th</sup>   | Oral composition      |   | Group/individual activity, discussion | 1 | Critical thinking, Problem solving   |
|            | 15 <sup>th</sup>   | Presentations         |   | Group/individual activity             | 1 | Critical thinking, Problem solving, Collaboration, Use of IT skills, Presentation skills |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                       |   |                                       |   |  |
|            | 1. Lecture Hours – 26  |                       | 3. Self-study and Homework Preparation Hours – 140                |                                       |   |  |
|            | 2. Tutorial / Practical / Presentation Hours – 04  |                       | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                                       |   |  |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |                       |   |                                       |   |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |                       |   |                                       |   |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |                       |   |                                       |   |  |
|            | Critical thinking, problem solving, presentation skills, Use of IT skills, Collaboration       |                       |   |                                       |   |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |                       |   |                                       |   |  |
|            | <b>Question Paper: 100% assessments</b>  |                       |   |                                       |   |  |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.tv5monde.com">http://www.tv5monde.com</a></li> <li>2. <a href="https://www.francetvinfo.fr">https://www.francetvinfo.fr</a></li> <li>3. <a href="http://lepoint.fr">lepoint.fr</a>, <a href="http://lemonde.fr">lemonde.fr</a>, <a href="http://l'express.fr">l'express.fr</a>, <a href="http://lenouvelobs.com">lenouvelobs.com</a></li> <li>4. <a href="http://www.afp.com/fr">www.afp.com/fr</a></li> <li>5. <a href="http://www.france24.com">www.france24.com</a></li> <li>6. <a href="http://www.rfi.fr">www.rfi.fr</a></li> <li>7. <a href="http://www.diplomatie.gouv.fr/fr/">www.diplomatie.gouv.fr/fr/</a></li> <li>8. <a href="http://www.monde-diplomatique.fr">www.monde-diplomatique.fr</a></li> <li>9. <a href="http://www.mediapart.fr">www.mediapart.fr</a></li> </ol> |
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| <b>1.</b> | <b>Code of the Course Unit</b>                    | FREN 43534   |                |                   |
| <b>2.</b> | <b>Title of the Course Unit</b>                   | Language in Use (semester 2)   |                |                   |
| <b>3.</b> | <b>Number of Credits</b>                          | 04   |                |                   |
| <b>4.</b> | <b>Course type</b>                                | Compulsory   |                |                   |
| <b>5.</b> | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages)             <ol style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ol> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                |                   |
| <b>6.</b> | <b>Main objective of the course</b>               | <p>The main objective of this course is to improve fluency of written and spoken language as used in different contexts. Further, it enables students to gain competence in the use of advanced levels of spoken and written French.</p>   |                |                   |
| <b>7.</b> | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Communicate flexibly and effectively for social, academic and professional purposes</li> <li>2. Produce clear, well-structured, detailed text on complex subjects</li> </ol>  |                |                   |
| <b>8.</b> | <b>Contents</b>                                   | <b>Mode of Delivery/ Way of</b>  | <b>ILO No.</b> | <b>Integrated</b> |

| Week            | Main Themes        | Sub Themes   | Delivery (T/L Materials)  |     | Skills/<br>Competencies   |
|-----------------|--------------------|--|---|-----|---|
| 1 <sup>st</sup> | Written expression | Argumentative essay on the current social trend “Black Friday/Cyber Monday”  | Individual work<br>Discussion   | 1,2 | Critical thinking, analytical thinking, creative thinking, organizing, communication skills/ Argument |
| 2 <sup>nd</sup> | Oral expression    | Debate on the concept of “laïcité”   | Explanatory video<br>Group work<br>Discussion<br>Online research            | 1,2 | Collaboration/<br>Analytical thinking/<br>Critical thinking/<br>Communication skills/<br>Argument     |
| 3 <sup>rd</sup> | Written expression | How to improve academic writing: tips and technics   | Handouts<br>Discussion<br>Individual work<br>Exercises                      | 2   | Logical thinking, problem-solving   |
| 4 <sup>th</sup> | Oral expression    | Express his/her point of view on the citation “L’amour est l’histoire de la vie des femmes, c’est un épisode dans celle des hommes » | Individual work<br>Discussion   | 1,2 | Critical thinking/<br>Communication skills/<br>Argument   |
| 5 <sup>th</sup> | Written expression | Writing an abstract for a conference paper   | Discussions, group/individual presentations/work, creative writing sessions | 1,2 | Critical thinking, creative skills, presentation skills   |



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| 6 <sup>th</sup>  | Oral expression                | Presenting an abstract in a conference  | Discussions, group/individual presentations/work, creative writing sessions | 1,2 | Critical thinking, creative skills, presentation skills                   |
| 7 <sup>th</sup>  | Written expression             | Report writing  | Articles, online research, Discussions, Group activities                    | 1,2 | Creative thinking, writing skills/ Logical thinking                       |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |   |     |   |
| 9 <sup>th</sup>  | Oral expression                | Express his/her point of view on cultural stereotypes of different nationalities.           | Group work<br>Discussion  | 1,2 | Critical thinking/<br>Communication skills/ Argument                      |
| 10 <sup>th</sup> | Written expression             | How to use the language when writing a research/mini research                               | Articles, online research, Discussions, Group activities                    | 1,2 | Creative thinking, writing skills/ Logical thinking                       |
| 11 <sup>th</sup> | Oral expression                | Oral production activity proposed in DALF C1 model paper                                    | Handout, Individual work, Online research                                   | 1,2 | Communication skills, Creative thinking, writing skills/ Logical thinking |

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|            | 12 <sup>th</sup>   | Written expression | Written production activity proposed in DALF C1 model paper  | Handout, Individual work, Online research | 1,2 | Communication skills, Creative thinking, writing skills/ Logical thinking                     |
|            | 13 <sup>th</sup>   | Oral expression    | Simulation of a “street interview” on wearing masks as a preventive measure for COVID 19           | Group work, role play,                    | 1,2 | Collaboration/ Analytical thinking/ Critical thinking/ Communication skills/ Argument         |
|            | 14 <sup>th</sup>   | Written expression | Create anecdotes from sales receipts   | Group work, worksheet,                    | 1,2 | Collaboration/ Analytical thinking/ Critical thinking/ Communication skills/Creative thinking |
|            | 15 <sup>th</sup>   | Oral expression    | Express his/her point of view on the cinematic adaptation of a novel in the form of a presentation | Individual work, presentation, discussion | 1,2 | Critical thinking/ Communication skills/ Organizing/Time management                           |
| <b>9.</b>  | <b>Number of Notional Hours: 200</b>   |                    |  |   |     |   |
|            | 1. Lecture Hours – 30  |                    | 3. Self-study and Homework Preparation Hours – 140   |   |     |   |
|            | 2. Tutorial / Practical / Presentation Hours –   |                    | 4. Hours for Field Surveys / Factory Visits / Social Activities –                                  |   |     |   |
| <b>10.</b> | <b>Evaluation and Assessment:</b>  |                    |  |   |     |   |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>   |                    |  |   |     |   |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>  |                    |  |   |     |   |
|            | <ol style="list-style-type: none"> <li>1. Communication skills</li> <li>2. Problem-solving skills</li> <li>3. Analytical thinking</li> <li>4. Critical thinking</li> <li>5. Creative thinking</li> <li>6. Time management</li> </ol> |                    |  |   |     |   |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b>   |                    |  |   |     |   |
|            | <b>Question Paper:</b>   |                    |  |   |     |   |

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| <b>11.</b> | <p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.tv5monde.com">http://www.tv5monde.com</a></li> <li>2. <a href="https://www.francetvinfo.fr">https://www.francetvinfo.fr</a></li> <li>3. <a href="http://lepoint.fr">lepoint.fr</a>, <a href="http://lemonde.fr">lemonde.fr</a>, <a href="http://l'express.fr">l'express.fr</a>, <a href="http://lenouvelobs.com">lenouvelobs.com</a></li> <li>4. <a href="http://www.afp.com/fr">www.afp.com/fr</a></li> <li>5. <a href="http://www.france24.com">www.france24.com</a></li> <li>6. <a href="http://www.rfi.fr">www.rfi.fr</a></li> <li>7. <a href="http://www.diplomatie.gouv.fr/fr/">www.diplomatie.gouv.fr/fr/</a></li> <li>8. <a href="http://www.monde-diplomatique.fr">www.monde-diplomatique.fr</a></li> <li>9. <a href="http://www.mediapart.fr">www.mediapart.fr</a></li> </ol> |
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| <b>1.</b> | <b>Code of the Course Unit</b>   | <b>FREN 42544</b>             |
| <b>2.</b> | <b>Title of the Course Unit</b>  | <b>Women &amp; Literature</b> |
| <b>3.</b> | <b>Number of Credits</b>   | <b>04</b>                     |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>  | Professor NiroshiniGunasekera |
| <b>5.</b> | <b>Course type</b>   | Compulsory                    |
| <b>6.</b> | <p><b>Programme Learning Outcomes</b></p> <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>a. Writing</li> <li>b. Speaking</li> <li>c. Reading</li> <li>d. Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                               |
| <b>7.</b> | <p><b>Main objective of the course</b></p> <p>Introduction to women writers, (feminist and feminine) in France</p>   |                               |

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| 8.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b><br/>At the completion of this course student will be able to;</p> <p>1. To have a knowledge of Literature of fiction, nonfiction, drama or poetry which supports the feminist and feminine goals of defining, establishing and defending equal civil, political, economic and social rights for women.</p> |                   |                      |  |                                       |  |
| 9.              | <b>Contents</b>   |                   |                      | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                        | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>  | <b>Sub Themes</b> |                      |  |                                       |  |
| 1 <sup>st</sup> | Introduction to course  |                   | Lecture & Multimedia | 1  | Listening, Speaking, Reading, Writing |  |
| 2 <sup>nd</sup> | Introduction to important figures of feminism   |                   | Lecture & Multimedia | 1  | Listening, Speaking, Reading, Writing |  |
| 3 <sup>rd</sup> | Development of Feminist theory in the world and in France   |                   | Lecture & Multimedia | 1  | Listening, Speaking, Reading, Writing |  |

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| 4 <sup>th</sup> | Introduction to literary/non-literary works                         |   | Lecture based on chosen texts | 1 | Listening, Speaking, Reading, Writing |
| 5 <sup>th</sup> | Study of literary/non-literary works                                |   | Lecture based on chosen texts | 1 | Listening, Speaking, Reading, Writing |
| 6 <sup>th</sup> | Study of literary/non-literary works                                |   | Lecture based on chosen texts | 1 | Listening, Speaking, Reading, Writing |
| 7 <sup>th</sup> | Study of literary/non-literary works                                |   | Lecture based on chosen texts | 1 | Listening, Speaking, Reading, Writing |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b>                                      | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                               |   |                                       |
| 9 <sup>th</sup> | Study of works other than written texts (films, documentaries etc.) |   | Multimedia, documents         | 1 | Listening, Speaking, Reading, Writing |

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|            | 10 <sup>th</sup>                                  | Study of works other than written texts (films, documentaries etc.) |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
|            | 11 <sup>th</sup>                                  | Study of works other than written texts (films, documentaries etc.) |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
|            | 12 <sup>th</sup>                                  | Student presentations   |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
|            | 13 <sup>th</sup>                                  | Student presentations   |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
|            | 14 <sup>th</sup>                                  | Student presentations   |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
|            | 15 <sup>th</sup>                                  | Student Presentations   |   | Multimedia, documents | 1 | Listening, Speaking, Reading, Writing |
| <b>10.</b> | <b>Number of Notional Hours:</b>                  |   |   |                       |   |                                       |
|            | 1. Lecture Hours – 22                             |   | 3. Self-study and Homework Preparation Hours – 170                |                       |   |                                       |
|            | 2. Tutorial / Practical / Presentation Hours – 08 |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                       |   |                                       |

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| 11. | <b>Evaluation and Assessment:</b>   |
|     | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b><br><i>Expected soft skills to be evaluated through the continuous assessments: 100%</i>  |
|     | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b><br><b>Question Paper: 100 assessments</b>  |
| 12. | <b>Recommended Readings:</b> <ol style="list-style-type: none"> <li>1. Olympe de Gouge</li> <li>2. Virginia Woolf</li> <li>3. Simone de Beauvoir</li> <li>4. Annie Ernaux</li> <li>5. AssiaDjébar</li> <li>6. Alice Rivaz</li> <li>7. Maya Angelou</li> <li>8. Annie Leclerc</li> <li>9. Mariama Bâ and others recommended during lectures</li> </ol> |

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| 1. | <b>Code of the Course Unit</b>  | <b>FREN 43554</b>                     |
| 2. | <b>Title of the Course Unit</b>   | <b>Enhanced Skills of Translation</b> |
| 3. | <b>Number of Credits</b>  | <b>04</b>                             |
| 4. | <b>Coordinator of the Course Unit</b>   | <b>Dr. Samantha Jayawardena</b>       |
| 5. | <b>Course type</b>  | Compulsory                            |
| 6. | <b>Programme Learning Outcomes</b><br>At the completion of this study programme, the graduate should: <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ol style="list-style-type: none"> <li>a. Writing</li> <li>a. Speaking</li> <li>b. Reading</li> <li>c. Listening</li> </ol> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                                       |
| 7. | <b>Main objective of the course</b><br>The main objective is to enhance the translation skills of the students. They produce two translations: one from French to Sinhala and the other from Sinhala to French.   |                                       |

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| 8.              | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Translate a published literary work or compose subtitles for film/documentary/TV episodes, from French into Sinhala and from Sinhala into French</li> <li>2. Translate without changing the meaning or the register of the source text</li> </ol> |                   |                         |  |                                    |  |
| 9.              | <b>Contents</b>   |                   |                         | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b>                     | <b>Integrated Skills/ Competencies</b> |
| <b>Week</b>     | <b>Main Themes</b>  | <b>Sub Themes</b> |                         |  |                                    |  |
| 1 <sup>st</sup> | Choosing the texts (to translate from Sinhala to French or French to Sinhala)   |                   | Discussion              | 01   | Critical thinking                  |  |
| 2 <sup>nd</sup> | Translating the text  |                   | Discussion, corrections | 1,2  | Critical thinking, Problem solving |  |



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|  | 3 <sup>rd</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 4 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 5 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 6 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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| 7 <sup>th</sup> | Translating the text           |   | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
| 8 <sup>th</sup> | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |                         |     |                                       |
| 9 <sup>th</sup> | Translating the text           |   | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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| 10 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
| 11 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
| 12 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
| 13 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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|  | 14 <sup>th</sup> | Translating the text  |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 15 <sup>th</sup> | Translating the text  |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 16 <sup>th</sup> | Choosing the texts (to translate from Sinhala to French or French to Sinhala) |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 17 <sup>th</sup> | Translating the text  |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 18 <sup>th</sup> | Translating the text  |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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|  | 19 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 20 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 21 <sup>st</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 22 <sup>nd</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 23 <sup>rd</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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|  |                  |                      |  |                         |     |                                       |
|  | 24 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 25 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 26 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |
|  | 27 <sup>th</sup> | Translating the text |  | Discussion, corrections | 1,2 | Critical thinking,<br>Problem solving |

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|            | 28 <sup>th</sup>   | Translating the text                                  |   | Discussion, corrections | 1,2 | Critical thinking, Problem solving |
|            | 29 <sup>th</sup>   | Translating the text                                  |   | Discussion, corrections | 1,2 | Critical thinking, Problem solving |
|            | 30 <sup>th</sup>   | Completing the translations and the translator's note |   | Discussion, corrections | 1,2 | Critical thinking, Problem solving |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |   |   |                         |     |                                    |
|            | 1. Lecture Hours – 30  |   | 3. Self-study and Homework Preparation Hours – 140                |                         |     |                                    |
|            | 2. Tutorial / Practical / Presentation Hours – 30  |   | 4. Hours for Field Surveys / Factory Visits / Social Activities – |                         |     |                                    |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |   |   |                         |     |                                    |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |   |   |                         |     |                                    |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |   |   |                         |     |                                    |
|            | Problem solving, critical thinking, analytical skills  |   |   |                         |     |                                    |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |   |   |                         |     |                                    |
|            | <b>Question Paper:</b> 100% assessments  |   |   |                         |     |                                    |

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| <b>12.</b> | <p><b>Recommended Readings:</b></p> <p>1. Published translations (translated from French directly into Sinhala and vice versa)</p> |
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| <b>1.</b> | <b>Code of the Course Unit</b>  | <b>FREN 43568</b>  |
| <b>2.</b> | <b>Title of the Course Unit</b>   | <b>Dissertation (semester 1)</b>                         |
| <b>3.</b> | <b>Number of Credits</b>  | <b>08</b>  |
| <b>4.</b> | <b>Coordinator of the Course Unit</b>   | Professor Nirosini Gunasekera / Dr. Samantha Jayawardena |
| <b>5.</b> | <b>Course type</b>  | Compulsory   |
| <b>6.</b> | <p><b>Programme Learning Outcomes</b> At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- possess the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>Writing</li> <li>Speaking</li> <li>Reading</li> <li>Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |  |
| <b>7.</b> | <p><b>Main objective of the course</b></p> <ul style="list-style-type: none"> <li>- Take part in research</li> <li>- Discover information</li> <li>- Dissect knowledge</li> <li>- Identify relevant research areas</li> <li>- Build concrete arguments, compare and contrast</li> <li>- Defend arguments</li> <li>- Practice academic writing</li> </ul>  |  |
| <b>8.</b> | <p><b>Expected/Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to plan and perform an independent research within the given time duration under the supervision of one of the academic staff members</li> <li>2. Compose the dissertation according to the accepted norms</li> <li>3. Compile the list of references referring to the recommended referencing style</li> <li>4. Demonstrate the ability to adhere to academic writing</li> </ol>   |  |



| 9.              | Contents                               |                                  | Mode of Delivery/ Way of Delivery (T/L Materials) | ILO No. | Integrated Skills/ Competencies       |
|-----------------|--|----------------------------------|---|---------|---------------------------------------|
|                 | Week                                   | Main Themes                      |   |         |                                       |
| 1 <sup>st</sup> | Possible research areas                |                                  | Discussion  | 1,2,3,4 | Listening, speaking, reading, writing |
| 2 <sup>nd</sup> | Deciding on a research                 |                                  | Discussion  | 1,2,3,4 | Listening, speaking, reading, writing |
| 3 <sup>rd</sup> | Work schedule/ Methodology of research |                                  | Discussion  | 1,2,3,4 | Listening, speaking, reading, writing |
| 4 <sup>th</sup> | Methodology of research                | Data collection methods (if any) | Discussion  | 1,2,3,4 | Listening, speaking, reading, writing |
| 5 <sup>th</sup> | Theoretical Framework                  |                                  | Discussion  | 1,2,3,4 | Listening, speaking, reading, writing |

|                  |                                |   |            |         |                                       |
|------------------|--------------------------------|---|------------|---------|---------------------------------------|
| 6 <sup>th</sup>  | Theoretical Framework          |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
| 7 <sup>th</sup>  | Analysis                       |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |            |         |                                       |
| 9 <sup>th</sup>  | Progress of the research       |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
| 10 <sup>th</sup> | Progress of the research       |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
| 11 <sup>th</sup> | Progress of the research       |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |

|            |  |                          |   |            |         |                                       |
|------------|--|--------------------------|---|------------|---------|---------------------------------------|
|            | 12 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
|            | 13 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
|            | 14 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
|            | 15 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Listening, speaking, reading, writing |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                          |   |            |         |                                       |
|            | 1. Lecture Hours – 30  |                          | 3. Self-study and Homework Preparation Hours – 740                |            |         |                                       |
|            | 2. Tutorial / Practical / Presentation Hours –   |                          | 4. Hours for Field Surveys / Factory Visits / Social Activities – |            |         |                                       |
| <b>11.</b> | <b>Evaluation and Assessment:</b>  |                          |   |            |         |                                       |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |                          |   |            |         |                                       |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |                          |   |            |         |                                       |
|            | 100%   |                          |   |            |         |                                       |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |                          |   |            |         |                                       |
|            | <b>Question Paper:</b>   |                          |   |            |         |                                       |
| <b>12.</b> | <b>Recommended Readings:</b>   |                          |   |            |         |                                       |
|            | Documentation relevant to the research topic   |                          |   |            |         |                                       |

|    |   |   |                   |  |                |  |
|----|---|---|-------------------|--|----------------|--|
| 1. | <b>Code of the Course Unit</b>                    | <b>FREN 43538</b>   |                   |  |                |  |
| 2. | <b>Title of the Course Unit</b>                   | <b>Dissertation (semester 2)</b>  |                   |  |                |  |
| 3. | <b>Number of Credits</b>                          | <b>08</b>   |                   |  |                |  |
| 4. | <b>Coordinator of the Course Unit</b>             | Professor Niroshini Gunasekera / Dr. Samantha Jayawardena   |                   |  |                |  |
| 5. | <b>Course type</b>                                | Compulsory  |                   |  |                |  |
| 6. | <b>Programme Learning Outcomes</b>                | <p>At the completion of this study programme, the graduate should:</p> <ul style="list-style-type: none"> <li>- posses the C1 level (Common European Framework of Reference for Languages) <ul style="list-style-type: none"> <li>Writing</li> <li>Speaking</li> <li>Reading</li> <li>Listening</li> </ul> </li> <li>- critically analyze data, make judgments and propose solutions to problems</li> <li>- use practical skills and enquiry efficiently and effectively within the area of study</li> <li>- construct and sustain arguments and use these arguments, ideas and techniques in problem solving</li> <li>- be employable at public, cooperate and diplomatic sectors</li> <li>- exercise leadership in the professional environment/work place</li> </ul> |                   |  |                |  |
| 7. | <b>Main objective of the course</b>               | <ul style="list-style-type: none"> <li>- Take part in research</li> <li>- Discover information</li> <li>- Dissect knowledge</li> <li>- Identify relevant research areas</li> <li>- Build concrete arguments, compare and contrast</li> <li>- Defend arguments</li> <li>- Practice academic writing (avoid plagiarism, referring to Harvard style of referencing)</li> </ul>   |                   |  |                |  |
| 8. | <b>Expected/Intended Learning Outcomes (ILOs)</b> | <p>At the completion of this course student will be able to;</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to plan and perform an independent research within the given time duration under the supervision of one of the academic staff members</li> <li>2. Compose the dissertation according to the accepted norms</li> <li>3. Compile the list of references referring to the recommended referencing style</li> <li>4. Demonstrate the ability to adhere to academic writing</li> </ol>  |                   |  |                |  |
| 9. | <b>Contents</b>                                   |   |                   | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>ILO No.</b> | <b>Integrated Skills/ Competencies</b> |
|    | <b>Week</b>                                       | <b>Main Themes</b>  | <b>Sub Themes</b> |  |                |  |

|                 |                          |  |            |         |  |
|-----------------|--------------------------|--|------------|---------|--|
| 1 <sup>st</sup> | Progress of the research |  | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
| 2 <sup>nd</sup> | Progress of the research |  | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
| 3 <sup>rd</sup> | Progress of the research |  | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
| 4 <sup>th</sup> | Progress of the research |  | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
| 5 <sup>th</sup> | Progress of the research |  | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |

|                  |                                |   |            |         |   |
|------------------|--------------------------------|---|------------|---------|---|
| 6 <sup>th</sup>  | Progress of the research       |   | Discussion | 1,2,3,4 | Critical thinking,<br>Problem solving,<br>research skills,<br>Analytical skills |
| 7 <sup>th</sup>  | Progress of the research       |   | Discussion | 1,2,3,4 | Critical thinking,<br>Problem solving,<br>research skills,<br>Analytical skills |
| 8 <sup>th</sup>  | <b>Mid Semester Evaluation</b> | <b>Written Examination / Assignment / Individual or Group Presentation / Practical Test</b> |            |         |   |
| 9 <sup>th</sup>  | Progress of the research       |   | Discussion | 1,2,3,4 | Critical thinking,<br>Problem solving,<br>research skills,<br>Analytical skills |
| 10 <sup>th</sup> | Progress of the research       |   | Discussion | 1,2,3,4 | Critical thinking,<br>Problem solving,<br>research skills,<br>Analytical skills |
| 11 <sup>th</sup> | Progress of the research       |   | Discussion | 1,2,3,4 | Critical thinking,<br>Problem solving,<br>research skills,<br>Analytical skills |

|            |  |                          |   |            |         |  |
|------------|--|--------------------------|---|------------|---------|--|
|            | 12 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
|            | 13 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
|            | 14 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
|            | 15 <sup>th</sup>   | Progress of the research |   | Discussion | 1,2,3,4 | Critical thinking, Problem solving, research skills, Analytical skills |
| <b>10.</b> | <b>Number of Notional Hours:</b>   |                          |   |            |         |  |
|            | 1. Lecture Hours – 30  |                          | 3. Self-study and Homework Preparation Hours – 740                |            |         |  |
|            | 2. Tutorial / Practical / Presentation Hours –   |                          | 4. Hours for Field Surveys / Factory Visits / Social Activities – |            |         |  |
| <b>11.</b> | <b>Evaluation and Assessment</b>   |                          |   |            |         |  |
|            | <b>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</b>     |                          |   |            |         |  |
|            | <i>Expected soft skills to be evaluated through the continuous assessments:</i>                |                          |   |            |         |  |
|            | Critical thinking, problem solving, research skills, analytical skills                         |                          |   |            |         |  |
|            | <b>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</b> |                          |   |            |         |  |
|            | <b>Question Paper:</b> 100% assessments  |                          |   |            |         |  |
| <b>12.</b> | <b>Recommended Readings:</b>   |                          |   |            |         |  |
|            | Documentation relevant to the research topic   |                          |   |            |         |  |

|  |  |
|--|--|
| <b>Field of Study: Professional Subject Stream</b> |  |
|--|--|

|   |                                |                                     |
|---|--------------------------------|-------------------------------------|
| 1 | <b>Code of the Course Unit</b> | ... .. 32... .. 4/... .. 42... .. 4 |
|---|--------------------------------|-------------------------------------|

|   |   |                     |
|---|---|---------------------|
| 2 | <b>Title of the Course Unit</b>   | Internship          |
| 3 | <b>Number of Credits</b>  | 4                   |
| 4 | <b>Type</b>   | Optional/Compulsory |
| 5 | <b>Pre-requisites</b>   | None                |
| 6 | <b>Main objective of the course</b>   |                     |
|   | The main objective of the course unit is to develop network in the industry for the student's career development.   |                     |
| 7 | <b>Intended Learning Outcomes (ILOs)</b>  |                     |
|   | At the completion of this course unit the student will be able to   |                     |
|   | <ol style="list-style-type: none"> <li>1. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments.</li> <li>2. Develop professional skills to practice their subject knowledge within a given context as a value adding person</li> <li>3. Develop network with the stakeholders of relevant industries and communities for career development opportunities.</li> </ol>   |                     |
| 8 | <b>Content</b>  |                     |
|   | <ol style="list-style-type: none"> <li>1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship.</li> <li>2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University.</li> <li>3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit.</li> <li>4. The following points should be completed from the internship program. <ul style="list-style-type: none"> <li>• Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship.</li> <li>• Developing professional soft skills related to different industrial organizations.</li> <li>• Developing skills and attitudes to get adapted to different organization cultures.</li> <li>• Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations.</li> <li>• Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry.</li> <li>• Improve skills for the relevant carrier development opportunities required knowledge.</li> </ul> </li> </ol> |                     |



|     |   |
|-----|---|
| 9.  | <b>Number of Notional Hours:</b> 400  |
| 10. | <b>Evaluation and Assessment:</b><br><b>Assessment Strategy:</b><br>Supervisor Evaluation 50%<br>Institutional Training Report 30%<br>Viva-voce Examination 20% |
| 11  | <b>Recommended Readings:</b><br>1.  |

| <b>Field of Study: Professional Subject Stream</b> |  |
|--|--|
| 1  | <b>Code of the Course Unit</b> PSIT 41512  |
| 2  | <b>Title of the Course Unit</b> ICT Skills for Education and Professional- Part II   |
| 3  | <b>Number of Credits</b> 2   |
| 4  | <b>Type</b> Optional   |
| 5  | <b>Coordinator of the Course Unit</b> Most Senior Lecturer of the Relevant Course Unit   |
| 6  | <b>Pre-requisites</b> None   |
| 7  | <b>Main objective of the course</b><br>I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.<br>II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.<br>III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.<br>IV. To provide human capital for the employment market of the country.<br>VI. To assist and promote new venture creation of the country.<br>VII. To provide opportunities for students to reflect on their own ICT practice<br>VIII. Enhance students' skills to develop their learners' digital skills and literacy<br>IX. To provide a technological toolkit for learners and improve the level of key competences and ICT skills<br>X. To access a variety of on-line resources to promote good practice in education<br>XI. Share best practices, ideas and materials in online/ICT enabled teaching and learning |

|                       |   |   |  |  |                   |                |
|-----------------------|---|---|--|--|-------------------|----------------|
| 8                     | <p><b>Intended Learning Outcomes (ILOs)</b></p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment</li> <li>2. Use MS Office package (advance) for improving workplace performance</li> <li>3. Create databases by using relevant software packages</li> <li>4. Design required graphics for teaching and learning/workplace/day to day life</li> <li>5. Use digital technology for research and innovation</li> <li>6. Use digital teaching and learning tools to support e-learning</li> <li>7. Create a simple educational game</li> <li>8. Design an interactive web</li> <li>9. Use smart technology for Digital living</li> <li>10. Value ethically use of information technology</li> <li>11. Use best practices, ideas and materials in online/ICT enabled teaching and learning</li> </ol> |   |  |  |                   |                |
| 9                     | <b>Contents</b>   |   |  | <b>Mode of Delivery/ Way of Delivery (T/L Materials)</b> | <b>No of Hrs.</b> | <b>ILO No.</b> |
| <b>Week</b>           | <b>Main Themes</b>  | <b>Sub Themes</b>   |  |  |                   |                |
| <b>1<sup>st</sup></b> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment   | Advanced information literacy skills including critical thinking, reading skills, and independent learning, |  |  |                   |                |
| <b>2<sup>nd</sup></b> | Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment   | Academic integrity and avoiding Plagiarism  |  |  |                   |                |
| <b>3<sup>rd</sup></b> | Use of Microsoft Office package for educational purposes and for the workplace  | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical –                      |  |  |                   |                |

|  |                  |   |  |  |   |     |
|--|------------------|---|--|--|---|-----|
|  |                  |   | Excel  |  |   |     |
|  | 4 <sup>th</sup>  | Use of Microsoft Office package for educational purposes and for the workplace                                    | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced) |  | 2 | 2   |
|  | 5 <sup>th</sup>  | Create databases by using relevant software packages  | Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced)     |  | 2 | 2,3 |
|  | 6 <sup>th</sup>  | Graphics for teaching and learning  |  |  | 2 | 4   |
|  | 7 <sup>th</sup>  | Digital technology for research and innovation  | Use of ICT tools for research and development including database searching (advance)                         |  | 2 | 5   |
|  | 8 <sup>th</sup>  | Digital technology for research and innovation  | Use of ICT tools for research and development  |  | 2 | 5   |
|  | 9 <sup>th</sup>  | Mid Semester Evaluation<br>Written Examination/ Assignment /<br>Individual or Group Presentation / Practical Test |  |  |   |     |
|  | 10 <sup>th</sup> | Use digital teaching and learning tools to support e-learning   | Practical on Blended learning tools (advance)  |  | 2 | 6   |
|  | 11 <sup>th</sup> | Create a simple educational game  |  |  | 2 | 7   |
|  | 12 <sup>th</sup> | Design an interactive web   |  |  | 2 | 8   |

|     |   |   |   |  |   |    |
|-----|---|---|---|--|---|----|
|     | 13 <sup>th</sup>  | Use smart technology for Digital living   | Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other online tools   |  | 2 | 9  |
|     | 14 <sup>th</sup>  | Value ethically use of information technology                                       | Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility towards IS. |  | 2 | 10 |
|     | 15 <sup>th</sup>  | Use best practices, ideas and materials in online/ICT enabled teaching and learning | Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international  |  | 2 | 11 |
| 10. | <b>Number of Notional Hours: 100</b>  |   |   |  |   |    |
|     | <b>1. Lecture Hours: 30                      3. Self-study and Homework Preparation Hours: 20</b><br><b>2. Tutorial Hours: 30                      4. Hours for recommended reading: 20</b> |   |   |  |   |    |
| 11. | <b>Evaluation and Assessment:</b>   |   |   |  |   |    |
|     | <b>In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated</b><br><i>Expected soft skills to be evaluated through the continuous assessments:</i>                     |   |   |  |   |    |
|     | <b>End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated</b><br><b>Question Paper:</b>  |   |   |  |   |    |

|    |   |
|----|---|
|    |   |
| 12 | <p data-bbox="264 241 603 275"><b>Recommended Readings:</b></p> <ol data-bbox="312 297 1353 544" style="list-style-type: none"><li data-bbox="312 297 1353 365">4. Merkow, M. S., Breithaupt, J. (2015), <b>Information Security: Principles and Practices</b>, Wiley, New Jersey</li><li data-bbox="312 376 1353 477">5. Livingstone, S., Sefton-Green, J. (2016), <b>The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)</b>, New York University Press, New York</li><li data-bbox="312 488 1353 544">6. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA</li></ol> |