**Curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | | French Language and Literature (BA program) | |
| **Degree awarded** | | Bachelor of Humanities in Philology | |
| **Faculty** | | Faculty of Humanities | |
| **Program coordinator/cordinators** | | Ekaterine Gachechiladze, Doctor of Philology, Associate Professor  Tel: 0431 22 19 72 (house)  593 37 29 76 (mob.)  e-mail: [ekaterine.gachechiladze@atsu.edu.ge](mailto:ekaterine.gachechiladze@atsu.edu.ge) ; [ekagach@yahoo.fr](mailto:ekagach@yahoo.fr) | |
| **Length of the program (semester,ECTS)** | | Duration of the program - 8 semesters;  Volume of the program - 240 credits ; among them:  Major - 180 credits ;  Minor - 60 credits . | |
| **Language of the program** | | | Georgian language |
| **Program development and renewal date of issue** | | | Accredit . Decision : №45; 23.09.2011  Minutes of the Faculty Council  №18 - 5.02.2016 |
| **Programmatic prerequisites** | | | |
| Applicant, who has passed the unified national exams in accordance with the rules established by the Ministry of Education and Science of Georgia and holds the relevant certificate has the right to study at BA level.  Note: There is a need for an equivalent document defined by an intergovernmental agreement for foreign nationals. | | | |
| **Aim of the program** | | | |
| The program aims to prepare a qualified and competent French language specialist while developing general humanitarian and philological knowledge, equip him/her with necessary philological competences to develop practical language skills, provide basic knowledge in the language theory, development phases of literature and problematic issues.  The undergraduate program, at the same time, creates a solid foundation for continuing higher education in higher education institutions, for personal development and provides with appropriate qualification. | | | |
| **Learning outcomes (general and field competences) (The map of competences – see atteched document 2)** | | | |
| **Knowledge and understanding** | The student will acquire skills appropriate to"Common European Reference Framework" in the practical course of French Language, which means gaining not only the general linguistic skills - ability of oral and written presentations in a foreign language, but also general competences (written, spoken, listening); will be able to understand scientific field literature;will know clichés and realias of area studies and interculture. In the framework of French Language and Literature, via different courses(Introduction to French Philology, Lexicology, Theoretical Grammar, Language History) he/she will obtainbasic knowledge in French.  The graduate will realize general-aesthetic principles of epoch and literary history in the history of the French literature, familiarizes with the field literature in the context of general and European literature, will understand the complex issues of French literature. | | |
| **Applying knowledge** | The graduate will conduct a dialogue with a foreigner, participate in debates, will be able to communicate verbally, conduct a conversation, defend his/her opinion and position; Understand, interpret and present different types of text (mass media, fiction, firld related text) inFrench.  The graduate will solve various field related or general problematic issues and set standard or specific methods for solving them, will develop practical projects in accordance with predefined directions; They will use the methods of literary research to analyze the works of French writers and demonstrate how the aesthetic principles of fiction are artistic in the realistic literature of the exact era. | | |
| **Making judgment** | The bachelor will be able to develop key problems in the field of French language and literature, to hold written or oral discussions on individual topics, systematization and formation of reasoned conclusions after critical analysis, as well as using standard and some distinctive methods of analysis of data and situations. | | |
| **Communication skills** | The Bachelor will be able to prepare a written report on his / her own language and foreign languages, a specific topic and problem, transmit information, and use creative information and communication technologies.  The Bachelor will have the ability to formulate ideas, opinions and information according to the main issues of French literature and understand the terminology and language of the specialists and non-specialists. It will be able to transfer its knowledge to Georgian and foreign listeners using modern information and communication technologies; The bachelor will also be able to prepare written and verbal reports for various types of audiences. | | |
| **Learning skills** | Bachelor will be able to interpret consistently and repeatedly his/her educational process, evaluate and determine their opportunities for learningfurther. | | |
| **Values** | The bachelor will be able to use the value of this field in the formation of general values and respect for the diverse cultural heritage of others. | | |
| **Teaching methods** | | | |
| 1. **Discussion/debates** - The process of discussion increases quality of students' engagement and their activities. Discussions can be transferred to the debates and this process is not limited only with the questions asked by the teacher. It develops student's ability to discuss and prove his/her opinion. 2. **Cooperative teaching/learning** – It is a learning strategy where each member of the group is obliged not only to study by himself/herself but also to assist his/her team to study the subject better. Each member of the group works on the problem until all of them become aware of the task. 3. **Group work -** This method involves dividing students into groups and giving them instructions. Group members individually work on the issue and simultaneously share their opinions with other members of the group. Depending on the pre defined objective, the functions among the members of the group can be distributed. This strategy ensures maximum involvement of all students in the learning process. 4. **Problem Based Learning** - This method uses a specific problem as the initial stage of gaining new knowledge and integration process. 5. **Heuristic method** is based on gradual solving of the task. This process is carried out by independently identifying facts while studying and by seeing the connections between them. 6. **Case study** – Method of active problematic-situational analysis, based on which specific tasks are solved by solving exact cases. This method of teaching is based on considering specific practices (cases). "Case" is a tool that enables the use of theoretical knowledge to solve practical tasks. By combining theory and practice, the method effectively develops ability to take reasonable decisions in limited time. Students gain analytical thinking skills, team work, listening and understanding alternative ideas, making general statement by considering alternative ideas and skills to plan actions and predict their results. 7. **Brain storming** is an operational method of solving the problem on the bases of promoting creative activity. The method implies forming and promoting radically different opinions about the specific issue / problem within the topic. This method enables development of creative approach to the problem. Usage of the method is effective in the existence of numerous groups and consists of several main stages: Defining a task/problem in a creative way; **-** Within a certain period of time, making notes (mainly on the board) on ideas expressed by the listeners without criticism; Determining assessment criteria in order to identify the idea in compliance with the aim of the research; -Assessingselected ideas with predetermined criteria; 4 -Distinguishingthe ideas that are mostly relevant to the issue, via eliminating;  -Identifying high quality idea as the best way of solving the problem. 8. **Role and situational games** include work related(role) plays, didactic(educational) games, playing situations (role plays), playing methods and procedures; Games under the predefined scenario allow students to percieve tasks from different points of view; It helps them develop an alternative viewpoint. These games with discussions formulate studen’s ability to express their position independently and prove them. 9. **Demonstration Method**involves visualizing information. In terms of achieving the result it is quite effective. In many cases, it is best to provide the materials simultaneously with audio and visual materials. The study material can be demonstrated either by teacher or the student.This method helps us to visualize percieving different levels of learning material, to specify what students will have to do independently; Simultaneously, this strategy will visually represent the essence of the task/problem. Demonstration may be simple. 10. **Induction** method determines the form of transmissing any kind of knowledge when the course of thinking is directed from factstowards generalization that means the process is proceeding from concrete to general. 11. **Deduction** method determines the form of transferring any kind of knowledge, which is a logical process of discovering new knowledge based on general knowledge.So, the process is going from the general to concrete. 12. **Analysis** method helps to dissolve the study material as part of one whole. This will simplify detailed coverage of individual issues within a difficult problem. 13. **Synthesis**method implies the formation of one whole after grouping individual issues. This method promotes the development of identifying problem as a whole. 14. **Verbal or oral method -** This method includes lecture, speech, conversation, etc. In this process, the teacher handles study material, explains it, and students actively percieve and understandit by listening,remembering and analysing. 15. **Written method** implies following types of actions: making extensions and records, concealing material, composing thesis, writing abstract or essay, etc. 16. **Explanatory method is** based on the discussion on the issue. Teacher provides concrete examples on the content of the material, which is discussed in details within the scope of the topic. 17. **Action-oriented teaching-learning** requires teachers and students active involvement in the teaching process, where practical interpretation of the theoretical material takes on a special load. 18. **Elaboration and presentation** of the project is the combination of educational and cognitive processes that enables students to solve problems while doing independent activities and as a result of presenting the necessary presentation. This method raises students motivation and responsibility. The work on the project involves planning, research, practical activities and the performance of the results according to the selected issue.The project will be considered done if its results are presented clearly, persuasively and in a concrete form. It can be performed individually, in couples or in groups; as well as within a subject or several subjects (interconnection). After completion, the project will be presented to a wide audience. 19. **E-learning** – Involves teaching via internet and multimedia. It includes all components of the teaching process (goals, content, methods, materials, etc.), which are realized by specific means. E-learning is attended. Study process takes place within teacher and student contact hours, and the training material is delivered through electronic course.   **Grammar-translation method –**   * Teaching written speech; * Word translation as the main means of understanding grammatical forms and word meanings; * Learning linguistic material via mechanical learning and translation; * Emphasising reading and writing skills to learn the language.  1. **Mixed- method** –Performing various lexical-grammatical exercises:   • Filling thegaps in the texts, fill in the gaps - exercises;  • Transformation Exercises (Transfer from one form to another).  23) **Communicative Didactics**– Underlining functional significance of the language while studying. Creating maximally symmetric and active communicative situations within the framework of the study process that facilitates developing communication skills.  One of the main objectives of language learning is the formation of communicative competence, or communication skills, developing communication skills (listening, speaking, reading and writing) for communication in a foreign language.  24) ***Total Phisical Response (TPR)*** means developingspeaking skills at the early stage. At TPR student is a listener and a performer. He carefully listens and then fulfills the teacher's supervision. TPR is teacher's asking student's to act. Student's actions show how understandable is the teacher's speech delivered in the target language.  25)***Task-based language Learning (TBLL)***- When performing task-oriented activities, the teacher offers different situations to the student, in which he/she may be in the future. The aim of the student is to achieve the purpose set by the adequate use (communication) of the language. TBLL is an instrument that helps students achieve different goals in different situations.  Task-oriented activities can be of different types, such as question-answer, dialogue and role-play games, discussions, etc.  *TBLL considers students' needs, interests and language level. Therefore, relevant activities are selected. While using TBLL mainly an authentic teaching-learning material is used that can be obtained from media (TV programs, magazines, newspapers, internet resources, blogs, etc.)* | | | |
| **Structure of the program** | | | |
| The program includes mandatory and elective courses, free credits and minor program. 240 credits defined by the program are distributed as follows:  Mandatory courses - (145 credits)  Elective Courses - (25 credits)  Free credits - (10 credits)  Minor - 60 credits  (See study plan as an Appendix 1) | | | |
| **Assessment System** | | | |
| Students' achievements are evaluated by the Minister of Education and Science of Georgia No. 3 of January 5, 2007 and the No 102 / N Orders dated 18 August, 2016, the credit can be obtained only after the student has achieved the results of the syllabus planned, which is expressed in paragraph 6 "One of the positive benefits provided by subparagraph a)" Assessment.  Assessment system at Akaki Tsereteli State University is divided into the following components:  The share of the mid-term assessment from the total score (100 points) is 60 points, which includes the following assessment forms:  Students activity during the semester (comprises different assessment components) - 30 points;  Mid-term exam - 30 points;  Final exam - 40 points.  Student has right to take the final exam when he/she has obtained at least 18 points at mid-term assessment totally.  The students grading scheme includes,  a) five types of positive assessment:  (A) Excellent – 91-100 points.  (B) Very good – 81-90 points.  (C) Good – 71-80 points.  (D) Satisfactory – 61-70 points.  (E) Acceptable – 51-60 points.  b) two types of negative assessment:  (FX) Student could not pass examination – 41-50 point that means that she/he is required to work more for passing the exam, and that s/he is entitled to retake exam only once after individual work;  (F) failed to pass –40 points and lower that means that the work done by student is not sufficient and she/he has to redo the course.  Within the training component of educational program, in case of FX assessment, a makeup exam is appointed no later than 5 days since the announcement of the examination results.  Maximum course assessment score is 100 points.  The assessment of the academic performance of student in each course consists of the interim and final assessments, of which the conclusive one is a Final Examination.  The maximum score for final examination is 40 points. Student has the right to take the final exam, if his/her minimum assessment score at mid-term examination is 18 points.  • The minimum margin of assessment received by the student on the final exam is 15 points.  • The number of points received in the additional exam is not added to the assessment received at the final exam.  • The number of points received in a makeup examination is a final assessment score and is not added to the final assessment received by student, and it will be reflected in final assessment of the training component.  With account for the assessment received in the educational component, in case of final assessment score 0-50 points, student is assessed at F-0 point  The assessment schemes for each particular course are given in syllabuses presented in annexes to this Program. | | | |
| **Employment Oportunities** | | | |
| The graduates will be able to carry out practical activities in the state and non-governmental institutions and humanitarian structures, in particular, at educational, cultural, managerial and publishing institutions; at news agencies, cultural relations, socio-humanitarian and business sectors. He / She will also be able to continue studies at MA level. | | | |
| **Supportive resourses** | | | |
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Appendix 1

**Study plan 2017 -2018**

**Program: French Language and Literature**

**Degree awarded : Bachelor of Humanities in Philology**

| **№** | **Course** | **Credits** | **Load capacity in h** | | | | **Lectura/practical/labor./work in group** | **Semester** | | | | | | | | **Prerequisite** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **Contact** | | **Individual work** | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** | **VIII** |
| **Auditory** | **Mid term exams** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| 1 | **Mandatory Courses** **(140 credits)** | | | | | | | | | | | | | | | |
| 1.1 | Academic writing | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 1.2 | Introduction to classical Philology | 5 | 125 | 60 | 3 | 62 | 1/0/0/3 | x |  |  |  |  |  |  |  |  |
| 1.3 | Introduction to French philology | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 | x |  |  |  |  |  |  |  |  |
| 1.4 | Introduction to Linguistics | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  | x |  |  |  |  |  |  |  |
| 1.5 | Introduction to Literary studies | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  | x |  |  |  |  |  |  |  |
| 1.6 | General Linguistics | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  |  | x |  |
| 1.7 | French Language 1 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 | x |  |  |  |  |  |  |  |  |
| 1.8 | French Language 2 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  | x |  |  |  |  |  |  | 1.7 |
| 1.9 | French Language 3 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  | x |  |  |  |  |  |  |
| 1.10 | French Language 4 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  |  | x |  |  |  |  |  |
| 1.11 | French Language 5 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  |  |  | x |  |  |  |  |
| 1.12 | French Language 6 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  |  |  |  | x |  |  |  |
| 1.13 | French Language 7 | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  |  |  |  |  | x |  |  |
| 1.14 | Philological discourse | 5 | 125 | 75 | 3 | 47 | 0/0/0/5 |  |  |  |  |  |  |  | x | 1.13 |
| 1.15 | Intensive course in speech | 5 | 125 | 45 | 3 | 77 | 0/0/0/3 | x |  |  |  |  |  |  |  |  |
| 1.16 | Intensive course in writing | 5 | 125 | 45 | 3 | 77 | 0/0/0/3 |  | x |  |  |  |  |  |  |  |
| 1.17 | Developing oral speech | 5 | 125 | 45 | 3 | 77 | 0/0/0/3 |  |  | x |  |  |  |  |  |  |
| 1.18 | Press Language | 5 | 125 | 45 | 3 | 77 | 0/0/0/3 |  |  |  | x |  |  |  |  |  |
| 1.19 | Intensive Course in reading | 5 | 125 | 60 | 3 | 62 | 0/0/0/4 |  |  |  |  | x |  |  |  |  |
| 1.20 | Lexicology of French language | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  |  |  |  | x |  |  |  |  |
| 1.21 | Theoretical grammar of French language | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  | x |  |  |  |
| 1.22 | History of French Language | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  |  |  |  |  |  | x |  |  |
| 1.23 | History of French literature of Middle Ages and the Revival Period | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  | x |  |  |  |  |  |  |
| 1.24 | History of French Literature XVII-XVIII | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  | x |  |  |  |  |  |
| 1.25 | History of French LiteratureXIX | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  | x |  |  |  |  |
| 1.26 | History of French literature in the 1st half of the XX th century | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  | x |  |  |  |
| 1.27 | History of French literature in the second half of the XX century | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  | x |  |  |
| 1.28 | Analysis of fiction | 5 | 125 | 30 | 3 | 92 | 0/3/0/0 |  |  |  |  |  |  |  | x |  |
| **All** | | **140** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | **Elective Courses** **(30 credits)** | | | | | | | | | | | | | | | |
| 2.1 | **არჩევითი კურსი 1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1.1 | Introduction to Philosophy | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 2.1.2 | Introduction to Georgian Philology | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 | x |  |  |  |  |  |  |  |  |
| 2.1.3 | Introduction to the Sciences of History | 5 | 125 | 45 | 3 | 77 | 2/0/0/1 | x |  |  |  |  |  |  |  |  |
| 2.2 | **არჩევითი კურსი 2** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.1 | History of Western European Literature of XVII-XVIII Centuries | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  | x |  |  |  |  |  |  |  |
| 2.2.2 | History of Georgia | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  | x |  |  |  |  |  |  |  |
| 2.2.3 | Information Technologies | 5 | 125 | 45 | 3 | 77 | 0/3/0/0 |  | x |  |  |  |  |  |  |  |
| 2.3 | **არჩევითი კურსი 3** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.3.1 | Area studies | 5 | 125 | 30 | 3 | 92 | 1/0/0/1 |  | x |  |  |  |  |  |  |  |
| 2.3.2 | Second Foreign Language 1 (English, German, Russian) | 5 | 125 | 60 | 3 | 62 | 0/4/0/0 |  | x |  |  |  |  |  |  |  |
| 2.4 | **არჩევითი კურსი 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.4.1 | History of Western European and American literature of theXIXcentury | 5 | 125 | 45 | 3 | 77 | 2/0/0/1 |  |  | x |  |  |  |  |  |  |
| 2.4.2 | Reading a literary text | 5 | 125 | 30 | 3 | 92 | 0/0/0/2 |  |  | x |  |  |  |  |  |  |
| 2.4.3 | Second Foreign Language 2 (English, German, Russian) | 5 | 125 | 60 | 3 | 62 | 0/4/0/0 |  |  | x |  |  |  |  |  | 2.3.2 |
| 2.5 | **არჩევითი კურსი 5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5.1 | Teaching methodology of French language | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  | x |  |  |  |  |  |
| 2.5.2 | Western European novel of XX Century | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  | x |  |  |  |  |  |
| 2.5.3 | Second Foreign Language 3 (English, German, Russian) | 5 | 125 | 60 | 3 | 62 | 0/4/0/0 |  |  |  | x |  |  |  |  | 2.4.3 |
| 2.6 | **არჩევითი კურსი 6** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.6.1 | Theory and practice of translating from French into Georgian | 5 | 125 | 45 | 3 | 77 | 1/0/0/2 |  |  |  |  |  |  | x |  |  |
| 2.6.2 | Italian Language | 5 | 125 | 45 | 3 | 77 | 0/3/0/0 |  |  |  |  |  |  | x |  |  |
| **All** | | **30** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Free Credits (10 credits)** | | | | | | | | | | | | | | | | |
| 3.1 | Free Credits | 5 |  |  |  |  |  |  |  |  |  |  | x |  |  |  |
| 3.2 | Free Credits | 5 |  |  |  |  |  |  |  |  |  |  |  |  | x |  |
| **All** | | **10** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Credits for Minor program (60 credits)** | | | | | | | | | | | | | | | |
|  | Credits for Minor program | 60 |  |  |  |  |  |  |  | x | x | x | x | x | x |  |
| **All** | | **60** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **All** | | **240** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |