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**Curriculum**

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| **Program Title** | | French Language and Literature | |
| **Academic Degree** | | MA in French Philology | |
| **The Name of the Faculty** | | Faculty of humanities | |
| **Head/Heads/Coordinator of the programme** | | Zurab Archvadze, PhD of philology, Professor mob:599 41 25 85  e-mail: [zurab.archvadze@atsu.edu.ge](mailto:zurab.archvadze@atsu.edu.ge) | |
| **Program duration / volume (semesters, credits)** | | program duration – 4 semesters  Program Volume: 120 ECTS | |
| **Language of instruction** | | | Georgian Language |
| **Program elaboration and update dates** | | | Accreditation decision №91, 19. 04. 2012  Faculty council minutes №18 - 5.02.2016 |
| **Admission requirements** | | | |
| * BA or its equivalent degree * To pass United National Masters’ Degree Examination * Written university exam in French language and literature; (the exam is held according to ATSU regulation and the information related to it is available on web-page) | | | |
| **Program aims** | | | |
| The aim of French philology is to prepare professionals in French language and literature, having wide and systemic knowledge in French philology. MA program ensures professional specialization of MA students that refines the knowledge acquired in BA studies as well as general competences in the field, study process includes communication in French language, works on authentic and critical texts. The program also includes scientific research component, strengthens the skills for research and practical works, helps the students to acquire field and scientific competences and creates a basis for further studies in PhD. | | | |
| **Learning Outcomes (General and field competences)**  **(the map of learning outcomes is attached as appendix 2)** | | | |
| **Knowledge and understanding** | MA will have wide and systemic knowledge in French philology: he/she will be mastered the problematics of linguistic disciplines in French linguistics (text linguistics, linguistics stylistics, pragmatics, sociolinguistics, French language), interdisciplinary research methods and technics of linguistic research, will get comprehensive and field knowledge in French literature studies, in Theoretical-aesthetic and philosophical thinking (historic poetics of French novel, drama, lyrics), will master research methods of western European critics and literature studies, will be aware of the ways solving literature studies and linguistic problems. | | |
| **Ability to apply knowledge to practice** | The student will have a cognitive-methodological basis to continue studies on PhD level as well as for strengthening and improving scientific competences. On the basis of strengthening language competences, his knowledge shall correspond to C level. After the completion of MA studies, he will be able to conduct novel, original research individually in Roman studies (linguistics and literature studies, also, theoretic-poetic analysis of French literary texts of various epoch and genres, with the use of modern literature studies critics and philosophical grounds. | | |
| **Ability to make conclusions** | MA program will equip the students with the skills to analyse scientific theories, critically assess them, discuss, make grounded conclusions, conduct scientific works and researches, find critical literature and etc. Above mentioned will be done with the help of various disciplines – pragmatics, sociolinguistics, text linguistics, critical analysis of scientific works, course work and MA thesis. | | |
| **Communication skills** | MA will be able to conduct oral and written communication, discussion, formulate critical opinions. MA will be mastered in modern methodology of French philology disciplines and scientific-research methods of literature, will be able to apply them in practice, formulate critical approaches towards scientific concepts. He/she will know the strategies of studying and research works organization, will be able to use them independently, will be able to communicate in a sacientific way in Georgian and foreign languages, he/she will be introduced to modern interdisciplinary scientific-research methodology and self-assessment methods in the process of working. MA student will comply with academic honesty standards. | | |
| **Ability to learn** | MA student will be able to conduct study process in foreign language and formulate critical opinions, use various methods of research during philological analysis critically, planning writing paper of research nature in the field of French philology, presentation of research outcomes, searching for solutions for the problems in French philology, adequate use of cognitive and methodologic abilities in the process of solving linguistic or literary problems and making innovative decisions, use of self-assessment methods in the process of scientific-research work. | | |
| **Values** | MA will have social and ethical responsibility, will be able to consider and respect other people’s opinions, learn and research independently. He will be able to evaluate his/her attitudes towards values and to take part in the establishment of novel values. To this point, the tendencies of humanism, which she/he will have learned through various disciplines, will be especially valuable. | | |
| **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 perceivingdifferent 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 specific. 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 specific 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.)* | | | |
| **Program structure** | | | |
| MA program consists of compulsory and optional subject modules. 120ECTS are devided in the following way:  Compulsory courses – 100 ECTS  Optional courses – 20 ECTS  **(study plan is attached as appendix 1)** | | | |
| **Assessment system** | | | |
| **Student Assessment system:**  Student achievement is measured according to the orders N3 issued on 5 January, 2007, and N102 issued on 18 August 2016 by the Minister of Education and Science of Georgia:   * The credits can be obtained only after the achievement of learning outcomes envisaged by the syllabus, which expressed through one of the positive assessments stipulated by “a” subpoint of point 6 * It is not acceptable to assess student’s learning outcomes through single, only final assessment. The assessment the work conducted by the student shall include:   + 1. Midterm assessment;     2. Final exam assessment. * Maximum grade of student evaluation is 100 points * Final exam shall not have attributed more than 40 points. * The student is awarded with the right to take final examination only in case if the sum of his/her midterm evaluation represents at least 18 points. * Minimum range of assessment received by the student on the final exam is determined by 15 points * Assessment system foresees:   a) five types of positive assessment:  a.a) (A) excellent – 91 – 100 points;  a.b) (B) very good – 81 – 90 points;  a.c) (C) good – 71-80 points;  a.d) (D) satisfactory –61-70 points;  a.e) (E) sufficient –51-60 points.  b) two types of negative assessment  b.a) (FX) not passed –41-50 points, a student is in need of more working capacity and he/she is conferred a right to take additional exam with the help of independent work;  b.b) (F) failed – 0-40 points. The work provided by a student is not sufficient and he/she must study a subject again.  If a student gets the negative assessment of FX he/she shall have the right to take a makeup exam, the date of which shall be set no later than 5 days after the announcement of final examination results.  Additional criteria for student learning outcomes assessment shall be determined by the syllabus. | | | |
| **Employment areas** | | | |
| The graduate of this program will be able to: go on studying in PhD studies, conduct scientific activities at scientific-research institutions conduct pedagogical activities with respective profile, do analytical activities in governmental and non-governmental sector, in publishing houses, advertising agencies, radios and television, international organizations and foundations, in culture areas. | | | |
| **Teaching materials/resources** | | | |
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Appendix 1

**MA program: French Language and Literature**

**Qualification: MA of Humanities in French Philology**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **№** | **course** | **ECTS** | **Workload in hrs.** | | | | **l/p/l/gr** | | | **semester** | | | | **Admission requirements** |
| **total** | **contact** | | **Ind.** | **I** | **II** | **III** | **IV** |
| **classroom** | **Midterm and final exams** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | | | **9** | **10** | **11** | **12** | **13** |
| 1 | **Compulsory subjects** | | | | | | | | | | | | | |
| 1.1 | Major foreign language (French )1 | 5 | 125 | 60 | 3 | 62 | | 0/0/0/4 | | x |  |  |  |  |
| 1.2 | Major foreign language (French)2 | 5 | 125 | 60 | 3 | 62 | | 0/0/0/4 | |  | x |  |  | I.1 |
| 1.3 | Major foreign language (French)3 | 5 | 125 | 60 | 3 | 62 | | 0/0/0/4 | |  |  | x |  | I.2 |
| 1.4 | Basics of academic writing | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | | x |  |  |  |  |
| 1.5 | Linguo-semiotics | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | | x |  |  |  |  |
| 1.6 | Linguistic semantics | 5 | 125 | 45 | 3 | 77 | | 1/0/0/2 | |  | x |  |  |  |
| 1.7 | Modern syntax theories | 5 | 125 | 30 | 3 | 33 | | 1/0/0/1 | |  |  | x |  |  |
| 1.8 | Contrastivism | 5 | 125 | 30 | 3 | 33 | | 1/0/0/1 | |  |  | x |  | I.7 |
| 1.9 | Poetics of French novel | 5 | 125 | 45 | 3 | 77 | | 2/0/0/1 | | x |  |  |  | I.8 |
| 1.10 | Poetics of French drama | 5 | 125 | 45 | 3 | 77 | | 2/0/0/1 | |  | x |  |  | I.9 |
| 1.11 | Historical poetics of French lyrics | 5 | 125 | 45 | 3 | 77 | | 1/0/0/2 | |  |  | x |  | I.10 |
| 1.12 | Theory and practice of interpreting | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | | x |  |  |  | I.11 |
| 1.13 | Linguistics of texts | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  |  | x |  | I.12 |
| 1.14 | Course work | 5 | 125 |  |  |  | |  | |  | x |  |  | I.13 |
| 1.15 | MA thesis | 30 | 750 |  |  |  | |  | |  |  |  | x |  |
| **Total** | | **100** |  |  |  |  | | |  |  | | | |  |
| 2 | **Optional courses** | | | | | | | | | | | | | |
| 2.1 | Phonology | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | | x |  |  |  |  |
| 2.1 | French language phraseology | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | | x |  |  |  |  |
| 2.3 | Linguistic pragmatics | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  | x |  |  |  |
| 2.4 | Sociolinguistics | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  | x |  |  |  |
| 2.5 | French lyrics of middle ages | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  | x |  |  |  |
| 2.6 | Special course on writer | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  | x |  |  |  |
| 2.7 | Linguistic stylistics | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  |  | x |  |  |
| 2.8 | XX century French poetry | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  |  | x |  |  |
| 2.9 | Postmodernism | 5 | 125 | 30 | 3 | 92 | | 1/0/0/1 | |  |  | x |  |  |
| **total** | | **120** |  |  |  |  | | | **-** |  | | | |  |