

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	"French Connections" - French Culture and Society
Course Code	LF5901
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	No pre-requisite for this course

Course Aims

Unravel the intricate connections that define France as a nation and explore how the French language has woven a rich tapestry of Francophone cultures across the globe. Delivered entirely in English, this course invites you to delve into French cultures and societies while reflecting on their own cultural perspectives. Designed for any undergraduate students with an interest in France, the French language, French heritage, or the Francophone world, this Broad and Deepening Elective examines contemporary French cultural identity and social dynamics through historical, geographical, and sociological lenses. Through engaging materials—ranging from visual arts, music, film, and media to daily life, fashion, food, festivals, traditions, and architecture—you will investigate the diversity of French and Francophone cultures. Hands-on and immersive activities will further enrich your learning experience. The course also emphasizes collaborative learning and peer discussions to uncover the many points of connection, convergence, and collision between French and Singaporean or Southeast Asian societies. By exploring these cultural intersections, you will not only deepen your understanding of French-speaking cultures but also develop valuable cross-cultural competencies. Equipped with these insights, you'll emerge as a culturally aware individual, better prepared to navigate our globalized world and enhance your employability in diverse international contexts, especially the French speaking world.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Identify and describe key aspects and characteristics of French-speaking cultures and societies.
ILO 2	Explain and contextualize the main features of French-speaking cultures and societies within their historical, social, and global contexts.
ILO 3	Evaluate contemporary French current affairs in relation to global developments.
ILO 4	Critically analyze your own cultural and social issues, challenging stereotypes and deconstructing myths about other cultures.

Course Content

This course focuses primarily on the cultures of France while also exploring the diverse cultures of the Francophonie –the French-speaking communities beyond France. Course materials and content will encompass a variety of cultural expressions and sociocultural constructs, offering a comprehensive view of these rich and dynamic traditions.

List of Topics Covered:

- Stereotypes about French language and peoples
- French heritage in South-East Asia and Singapore
- Regional specificities in France and in the French speaking world
- Important historical and geographical facts about France and French speaking countries
- Traditional cuisines, costumes and housing
- Religion & Folk beliefs – superstitions and prejudices
- Traditional and modern festivals and celebrations
- Gastronomy & table manners
- Francophonie: French idioms and dialects in the world
- France in Europe and in the world
- Political institutions
- Economy and industry – haute couture, luxury brands, food industry, art and crafts, etc.
- Health and education system
- Family structure and organisation
- Work-life balance and work etiquette
- French *Art de vivre* and *French touch*

Reading and References (if applicable)

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

- Hewitt, N. (2021), *Modern French Culture*, Cambridge: Cambridge University Press.
- Mermet, G. (2024) *Francoscopie 2030*, Paris : Larousse.
- Pilon, M. & Weiler, D. (2011) *The French in Singapore – An Illustrated History (1819-today)*, Singapore, Didier Millet.
- Stein-Smith, K. (2022) *The French in Our Lives – Past, Present, Future – Influence and Implications*, London: Routledge.
- Ball, R. & Marley, D. (2022) *The French-Speaking World: A Practical Introduction to Sociolinguistic Issues*, London, Taylor & Francis

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction	All	Course Briefing Overview of the historic, social and current geopolitical situation of France Choosing of Presentation Topics Class notes 1	In-person	Creation of teams
2	Geography, History, Government and Political Institutions	All	Class notes 2	In-person	Presentations, class discussion
3	Paris, France in Europe and in the World	All	Class notes 3	In-person	Group discussion
4	Economy and Industry	All	Class notes 4	In-person	Group discussion and presentation
5	Health and Education system	All	Class notes 5	In-person	Presentation and Group discussion
6	Family Structure, Gender, and Social dynamics	All	Class notes 6	In-person	Group discussion & presentation
7	Religion & Folk beliefs – superstitions and prejudices	All	Class notes 7	In-person	Group discussion & Presentation
8	Traditional Lifestyle (1): Culinary Traditions, Gastronomy & Table Manners	All	Class notes 8	In-person	Group discussion & Presentation
9	Traditional Lifestyle (2): Social Fabric, Costumes and Housing	All	Class notes 8	In-person	Group discussion & Presentation

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	Work-life Balance and Work Etiquette	All	Class notes 10	In-person	Group discussion & Presentation
11	French Art de Vivre and French Touch in the world	All	Class notes 11	In-person	Group discussion & Presentation
12	Francophonie: French Idioms and Cultures in the World	All	Class notes 12	In-person	Group discussion & Presentation
13	France in the 21st Century : Social Changes and Challenges	All	Class notes 13	In-person	Group discussion & Presentation

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminar	This approach allows students to engage deeply with a pre-selected topic and present their findings to the class. Additionally, it encourages students to lead and facilitate discussions with their peers on their chosen topic, fostering deeper learning and the development of advanced cognitive skills. During the seminars, topics will be discussed, and students will have the opportunity to raise questions. This will enable them to gain a more in-depth understanding of the subject matter and interact with practical examples of social and cultural concepts and values. Furthermore, this approach will encourage critical thinking about French culture through an interdisciplinary and transnational perspective.
Collaborative Learning	Students are expected to capitalise on each other's resources, evaluate each other's work and consolidate findings which are presented and discussed. This approach will give individuals many opportunities to both learn from and teach others. Throughout semester, students will work in a team of 3 to 4 members (depend on class size) to engage in discussion and consolidation of assigned topics.
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancario, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemmer & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Quiz)	All	Cognitive Agility, Competence	15		Individual	Analytic	Not Applicable
2	Continuous Assessment (CA): Assignment(Blog)	All	Communication, Character	25		Individual	Analytic	Multistructural
3	Continuous Assessment (CA): Presentation(Oral Presentation)	All	Civic mindedness, Communication, Character	25		Team	Analytic	Multistructural
4	Continuous Assessment (CA): Assignment(Team-led classroom activities)	All	Civic-Mindedness, Communication, Character	15		Team	Analytic	Multistructural
5	Continuous Assessment (CA): Class Participation()	All	Civic mindedness , Character	20		Individual	Holistic	Not Applicable

Description of Assessment Components (if applicable)

CA1: Quiz

The quiz is designed to evaluate students' understanding and awareness of key aspects of French culture, traditions, and societal norms. It aims to foster cultural competence and deepen the students' appreciation of the socio-cultural context in which the French language is used.

CA2: Blog writing

The NTUlearn course site will host a blog to which students will contribute individually. In the first weeks of term, the teacher will host short sessions on blogging, providing guidance about what is expected of a blog entry and how blogs differ from formal academic work, such as essays. Students will then start to submit posts for comments from the tutors and their peers. The blog posts can be on any topics covered during the course until week 13 and will preferably integrate multiple topics studied. The aim of this formative assessment is (1) to write two blogs posts that evaluate aspects of contemporary French current affairs with regards to your own culture and (2) to comment two posts of your peers. Each blog post should not exceed 500 words. By the end of the course, you will select one of your posts, improve it based on what you have learnt from your peers and your own study, and submit it to you teacher privately. The final blog post should not exceed 1500 words.

CA3: Oral Presentation

In this assignment, you are expected to work in teams (of four to six students depending on class size) to deliver a 20 to 30 minutes presentation related to cultural topic pre-chosen in week 1. The presentation must evaluate and analyse an existing social or cultural issue and delve into the impact on all stakeholders involved. You also must add a critical analysis of existing strategies and solutions to it. The presentation will further be followed by a 10 to 15 minutes of classroom activities and discussions led by your team.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation.

CA4: Team led classroom activities

Following the CA 3 (presentation), your team will create classroom activities which engage your peers and enable them to build on the insights gained in your presentation to discuss, analyse, and contextualise the topic further. Your team is expected to engage your peers with 10 to 15 minutes of classroom activities. You will have to submit your presentation slides as well as your classroom activities plan prior to the class through NTULearn at the date indicated by your tutor.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation.

CA5: Participation

In-class discussion is a crucial component of this module, as it allows you to partially learn from your peers. This includes developing skills such as constructing convincing arguments, engaging in active verbal communication, effectively leading classroom activities, and critically evaluating current affairs. Your contribution to classroom activities, in person and through collaborative participation in the online blog, will be taken into account in your participation mark.

Formative Feedback

Formative feedback is central to this course. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity. You will receive oral feedback about your in-class presentation and your classroom activities from your peers and your tutor. Regarding the blog and the quiz, individual written feedback will be provided to you as well.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Care for Society	Advanced
Curiosity	Intermediate
Developing People	Advanced
Global Perspective	Advanced
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the French language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Policy (Others, if applicable)

On the use of AI tools, this course will adopt NTU's policy on the use of AI tools for coursework:

1. Give proper citations if you use any AI tool. Extending the practice of correctly citing references in your work under NTU's policies on citation and plagiarism, the University requires students to (i) identify any generative AI tools used and (ii) declare how the tools are used in submitted work. Please note that even with acknowledgement, copying of output generated by AI tools (in part or whole) may still be regarded as plagiarism.

Here are some examples of proper citation (for illustration only; not comprehensive):

- a. If use of generative AI is allowed in your course, any direct quotation of the output of an AI must appear in quotation marks. Similarly, any use of an image must be acknowledged.
 - b. Likewise, if you paraphrase text from a generative AI rather than using it verbatim, you must cite it using the conventions of your field of study.
 - c. The use of generative AI to generate ideas or an outline for an assignment must be acknowledged.
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2. Ask your professors. Some professors may encourage you to use AI tools in your coursework to augment your learning, while others will set assignments that will build your skills more effectively if you do not rely on AI. Before using AI tools in your coursework, please check on the requirements and ground rules with your professors, who will be able to advise you on how these AI tools can be applied to help you in your learning.
 3. Check your facts. AI tools may produce inaccuracies and introduce biases. Always check your facts from independent sources and critically evaluate any AI-generated output.
 4. Nothing beats your own ideas. AI tools may be good at producing summaries and grammatical sentences, but they cannot replace your original ideas and creativity. A rigorous education will equip you with the ability to express your ideas, process ideas for problem solving and make sound judgements. These capabilities and your unique human experiences are still your most valuable assets.
 5. Uphold your pledge to integrity in learning. NTU expects students to uphold the Student Code of Conduct at all times. The act of taking words or ideas from other sources, including ChatGPT and other AI technologies, and present them as your own without proper citation of the source(s), will be treated as misconduct.

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