

DEPARTMENT OF FRENCH
Arts & Humanities
University of the Punjab, Lahore
Course Outline



Programme	BS in FRENCH	Course Code	FRE 405	Credit Hours	3
Course Title	Fundamentals of Mémoire				
Course Introduction					
This course offers an indepth understanding of the fundamentals of a good mémoire / research article. It focuses upon the abstract, research statement and the overall structure of a scientifically written research article. Students will first study and review the abstract and research statement in different memoires which will help them identify the good memoires and understand their general layout. The main objective of the course is to familiarize the students with the standard norms of writing a good memoire.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Understand the essentials of a good memoire / research paper 2. Study and review various memoires and their methodology 3. Analyse and present their observations on different memoires/ written reports, 4. Identify the weaknesses as well as strong points in a written memoire, 5. Learn how to present their own research work or project report in a written document form,					
Course Content				Assignments/Readings	
Week 1	1.1 Understanding terms of research, memoire, thesis, etc. 1.2 Knowledge sources and their importance 1.3 Connection of research and knowledge			Worksheets	
Week 2	2.1 Starting an academic research : review of research titles			Workshop on Research titles	
Week 3	3.1 Study of Abstracts : How to gather information from an abstract?				
Week 4	4.1 Reviewing and understanding abstracts				
Week 5	5.1 Workshop on abstracts				
Week 6	6.1 Central hypothesis / Research statement				
Week 7	7.1 Workshop on identifying Research statements				
Week 8	8.1 Revision for mid tern exam				
	MID TERM EXAM				
Week 9	9.1 General layout of a mémoire 9.2 Different sections of a mémoire and their importance				

Week 10	10.1 Presenting already published research by highlighting the methodology and other essential areas of a memoire	
Week 11	11.1 Understanding terms : Hypothesis vs thesis ; Limitations vs delimitations ; Methods vs methodologies	
Week 12	12.1 How to differentiate between Central Research statement and Research Questions?	
Week 13	13.1 Understanding citations, plagiarism, references, works cited,	
Week 14	14.1 Reference styles and their importance	
Week 15	15.1 Selection and analysis of 3 research articles/ memoires	
Week 16	REVISIONS	
	FINAL EXAMS	

Textbooks and Reading Material

Chauhan, S. (2012). *Research Methodology in Education*. Pearson.
 Murray, R. (2002) *How to write a Thesis*. Open University Press, PA.
 Fragnière, J-P. (2023). *Comment réussir un mémoire*. Dunod.
 Drillon, D. et Salvétat, D. (2020) *Le mémoire de master : mode d'emploi*. Ellipses.
 Boutillier, S. (2015). *Mémoire et rapport de stage*. Studyrama Eds.
 Guidère, M. (2004). *Méthodologie de la recherche : guide du jeune chercheur*. Ellipses.
 Fondanèche, D. (1999). *Guide pratique pour rédiger un mémoire de maîtrise, de DEA ou une thèse*. Vuibert, Paris.

Teaching Learning Strategies

1. Kinesthetic Learning (whiteboard)
2. Co-operative learning (Brainstorming Sessions)
3. Lecture-based learning (PowerPoint Presentations by Instructor)
4. Classroom Technology (Audios/Videos from Internet for latest updates)
5. Group learning (Competitions for motivation)

Assignments: Types and Number with Calendar

1. Revision test at the beginning of every week for previous Unit
2. Group Learning: Assignments are based on real life activities (Buying/selling/inquiring/presenting oneself/giving-asking for information)

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment plus viva at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on structured viva.