School of Humanities and Languages

ARTS2481, Intermediate French B
Semester 2, 2016

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1. Course Staff and Contact Details

**Course Convenor & Lecturer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Valérie COMBE-GERMES</th>
<th>Room</th>
<th>Morven Brown 271</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(02) 9385 - 2315</td>
<td>Email</td>
<td><a href="mailto:v.combegermes@unsw.edu.au">v.combegermes@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

**Consultation Time** Monday 11 – 12, Wednesday 1 – 2 or by appointment.

**Tutor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Muriel MORENO</th>
<th>Room</th>
<th>Morven Brown 277</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(02) 9385 - 2321</td>
<td>Email</td>
<td><a href="mailto:m.moreno@unsw.edu.au">m.moreno@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. Course Details

**Units of Credit (UoC)** 6

**Course Description** Intermediate French B is designed for students with an intermediate knowledge of French equivalent to three semesters of studying the language at the university level. It is the continuation of ARTS2480, and it will allow you to proceed to further study of French (ARTS3480). This course provides an intermediate level program in French language study from a communicative and task-based approach. Students will learn to deal with most situations likely to arise whilst travelling in an area where the language is spoken. Students develop their listening and speaking skills through a number of different activities, as well as their reading and writing skills in French. Vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics include the cultural practices of France and the Francophone world as well as national and international concerns. The medium of instruction is French.

**Completion of Intermediate French B means you have reached level A2 in the Common European Framework of Reference for Languages (CEFR).**

**Students planning to go on exchange should check in advance the language requirements set by the partner university overseas.**

**Learning Outcomes**

1. to speak, write, listen to and read French at the intermediate level;
2. to become engaged with topics important in the French-speaking world;
3. to investigate and report on topics currently discussed in the French-speaking world;
4. to think critically about the role of the French-speaking world in global affairs;
5. to appreciate the cultural production of the French-speaking world;
6. to gain a better understanding of oneself and one's environment by examining the French-speaking world.
3. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Lecture &amp; Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 to 3</td>
<td>VO 2 – Unit 5</td>
<td>Personal experience &amp; past events</td>
<td>VO 2 Textbook + Workbook + Grammar book</td>
</tr>
<tr>
<td>Weeks 4 to 6</td>
<td>VO 2 – Unit 6</td>
<td>Climate change &amp; the future</td>
<td></td>
</tr>
<tr>
<td>Weeks 7 to 9</td>
<td>VO 2 – Unit 7</td>
<td>Rules of social behaviour</td>
<td></td>
</tr>
<tr>
<td>Weeks 10 to 13</td>
<td>VO 2 – Unit 8</td>
<td>The French-speaking world</td>
<td></td>
</tr>
</tbody>
</table>

A detailed program of lectures and tutorials and practical class topics for each week, together with grammar homework and preparations, online activities, relevant readings from textbook and other reference material identified for the course will be available on the online platform, MOODLE. The course program is subject to change in response to the needs of students. Students are advised to check regularly for updates on the MOODLE Online Platform.

4. Course Resources

Textbook Details

- M. Denyer et al. (2010). *Version Originale 2, Méthode de français*. Difusion fle (CD & DVD included)
- M. Denyer et al. (2010). *Version Originale 2, Cahier d'exercices*. Difusion fle (with CD)

Additional Readings

- You should think about acquiring a good dictionary. If you intend to do a major in French, we recommend that you buy a large bilingual (French-English/English-French) dictionary. You should buy the biggest dictionary you can afford: a pocket-size or concise dictionary will quickly prove inadequate.

- Many students also like to have a grammar reference book. The following recommended books are available from the Bookshop:
  - For students who would like to have additional French grammar practice: M. GREGOIRE, & O. THIEVENAZ. (2003). *Grammaire progressive du français. Niveau intermédiaire*. Paris, CLE. (Students should also buy the accompanying booklet *Corrigés*).
  - For students who lack confidence in dealing with English grammar, the following book is also recommended (available at the Bookshop and in the Library): Morton, J., *English grammar for students of French*. Olivia & Hill.

Websites

- [http://yourdictionary.com/](http://yourdictionary.com/) - a site of online dictionaries;
- [http://www.tv5.org](http://www.tv5.org) - The French speaking channel;
- [http://french.about.com/](http://french.about.com/) - Online exercises and various resources;
- [http://www.lepointdufle.net/](http://www.lepointdufle.net/) - The best free web-based activities
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 recorded Speaking workshops</td>
<td>45 minutes each</td>
<td>15% + 15%</td>
<td>1, 3, 4, 5, 6</td>
<td>Weeks 5 &amp; 13 (during tutorials)</td>
<td>NO</td>
</tr>
<tr>
<td>1 Grammar &amp; Vocabulary test</td>
<td>50 minutes</td>
<td>20%</td>
<td>1</td>
<td>Week 8 (during lecture)</td>
<td>NO</td>
</tr>
<tr>
<td>1 Writing test</td>
<td>50 minutes</td>
<td>20%</td>
<td>1, 3, 4, 5, 6</td>
<td>Week 10 (during tutorials)</td>
<td>NO</td>
</tr>
<tr>
<td>1 Final exam*</td>
<td>2 hours</td>
<td>30%</td>
<td>1, 2, 3, 4, 6</td>
<td>During formal examination period</td>
<td>NO</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

- Students must attend 80% of lectures (10 out of 12 lectures / 20 hours out of 24 hours).
- Students must attend 80% of tutorials (10 out of 12 tutorials / 20 hours out of 24 hours).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Formal Examination**

This course has a formal examination which will be scheduled in the formal examination period from 4-22 November 2016. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.
For information about examination dates, location and procedures at UNSW, visit: 

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

Refer to the section "Course Assessment" for details of assessment tasks that are to be submitted via Moodle.

**Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

- I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.
- I acknowledge that the assessor of this item may, for assessment purposes:
  - provide a copy to another staff member of the University
  - communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any
other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission of Assignments**

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**

  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore $17 - [25 (0.05 x 3)] = 13.25$.

  **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  **Example:** A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.
6. Learning and Teaching Rationale and Strategies

The approach is task-based and communicative, which means the course focuses on the language, communicative strategies and cultural factors in daily person-to-person interaction. Language classes follow an interactive approach based on group work and aim at the development of fluency and accuracy. The language of communication used in the classroom is French, and students will be expected to use the language in all their class activities.

Learning a language is progressive, and it requires regular active practice and constant revisions. In-class and out-of-class activities, preparations, and course assessments are designed with this in mind. The course is based on the principle that language and culture are intrinsically linked and form a social system; therefore, languages and cultures are learnt more effectively when students have the opportunity to use the language in context. This is achieved in class through collaborative peer interaction and inclusive teaching strategies, all supported by a variety of authentic documents, together with on-line materials and activities. In addition, the teacher will endeavour to draw on the students’ personal experiences in a climate of mutual respect between all participants, with the aim of making the learning experience more relevant, and engaging.

There are four hours of face-to-face teaching per week: two lectures (2 hours) and one tutorial (2 hours). Face-to-face teaching is supported and enhanced by the online component of this course (Moodle through TELT UNSW Gateway). The language of instruction, assessment and general communication is French. Music and films may be included in the course program.

- The lectures are taught in French in order to further develop students’ listening comprehension skills. The focus is on vocabulary and grammar but cultural topics are also included.

Even though both lectures are taught on the same day, their teaching strategies will be completely different:

- The first lecture focuses on culture topics (e.g., personal experience or climate change) and the vocabulary related to the field. Each lecture will require students to complete some preparation tasks before coming to class, thus enabling them to fully comprehend the subsequent lecture’s contents and helping them assimilate the required vocabulary. The Vocabulary / culture slides are posted on Moodle right before the lectures in order to promote the development of prepared listening skills. These are recorded and available through Echo in Moodle.

- The second lecture focuses on grammar topics (e.g., the reported speech or relative pronouns). These are explained within the context of the thematic contents covered by the program. To further the student’s learning experience, all grammar lectures will be pre-recorded on-line and accessible at least 2 days in advance; they will be articulated around the philosophy of the flipped classroom: The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem solving, discussion or debates. (Vanderbilt University, Centre for Teaching).

Various media are used to increase student listening and reading comprehension skills.
Students are expected to:
- attend the vocabulary / culture lectures,
- study the slides of the previous lecture and revise the contents taught,
- prepare in writing for the vocabulary lectures (preparations may include:
  - reading materials, vocabulary exercises, video documents, etc.),
- print the vocabulary lecture slides before coming to the lecture,
- listen to the lecture, take notes and participate as required by the lecturer,
- watch the grammar lectures on-line and do the related activities before coming
to class on Wednesdays,
- attend the in-class lectures that will be used for written practice and exercises,
- revise the contents taught in the previous lectures;
- participate and use French during the in-class lecture.

The tutorials give students the opportunity to develop their interactive skills and to use the
French language in context through small group work. Teaching is conducted in
language/computer laboratories that allow for listening, recording, viewing video materials
and using Internet resources. A variety of language tasks in all skills are implemented by
means of this technology.

Class activities include:
- The listening to audio-visual material to develop listening comprehension skills.
- The use of role play and group/pair activities to develop interactive speaking skills.
- The study of grammar concepts and rules through observation and practice of the
target language.
- The observation and analysis of authentic documents to develop reading skills
and an awareness of French and Francophone culture.

Students are expected to:
- attend the tutorials,
- revise the contents taught in the previous lesson,
- participate in all class activities and use French during the tutorial.

Assessment is continuous. Formative assessment helps students improve learning and
includes class exercises and tasks. Summative assessment measures the quality of students’
learning and includes tasks of a more comprehensive and in-depth nature. Details are given
here above (5. Course Assessment) and in the course program. Preparations are checked
and students are expected to complete them on time.

Feedback: exercises and tasks are commented in class, corrections and explanations for the
grammar test are provided in class, individual mark sheets with written comments are
handed in for other tests and assignments.

Students are also expected to:
- Keep a folder with the course materials as a resource for revision and study
- Spend on average 8 hours per week studying the language outside class
- Access the course on Moodle to study, revise and keep informed
- Bring their textbooks to all classes.

There is also a programme of complementary weekly tasks to be done outside classes as
autonomous homework. You are strongly advised to complete it in order to increase your
regular contact with the language and further develop your skills and also because part of it
will be used as a basis for the creation of the course assessment.
7. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where
applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for **Special Consideration**.

**Students who falsify their attendance or falsely attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

### 9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:
Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.