ARTS3481 Course Outline

School of Humanities and Languages

ARTS3481, Advanced French B
Semester 2, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Valérie COMBE-GERMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 271</td>
</tr>
<tr>
<td>Phone</td>
<td>(02) 9385 – 2315</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:v.combegermes@unsw.edu.au">v.combegermes@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Monday 11 – 12, Wednesday 1 – 2 or by appointment.</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Advanced French B is designed for students with a solid knowledge of French equivalent to five semesters of learning the language at university level. It is the continuation of ARTS3480 and it provides an intensive program of French language in all skills, from a communicative and task-based approach. Students will practice their listening and reading skills and learn to communicate ideas in discussions and short essays. <strong>All instruction is conducted in French</strong>, in face-to-face mode and with online supports. Vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics may include social activism, francophone cinema, the French education system and the press and the media. Cross-cultural matters are also addressed. Completion of Advanced French B means you have reached <strong>level B1</strong> in the Common European Framework of Reference for Languages (CEFR). <strong>Students planning to go on exchange should check in advance the language requirements set by the partner university overseas.</strong></td>
</tr>
</tbody>
</table>
| Learning Outcomes    | 1. Initiate and sustain spontaneous conversations on a reasonably wide range of topics;  
|                      | 2. explain and synthetise the content of spoken and written documents through oral and written communication;  
|                      | 3. present a point of view, a narrative or some factual information through oral and written communication;  
|                      | 4. demonstrate theoretical knowledge of, and use a good range of linguistic structures;  
|                      | 5. discuss some current events and issues in Francophone societies, related to topics such as social activism, cinema, education, press and media;  
|                      | 6. compare critically these behaviours with their counterparts in your own culture. |
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 Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 – 3</td>
<td>Unit 5</td>
<td>Social &amp; political activism</td>
<td></td>
<td>Selected materials from the textbook, the grammar exercise book, and additional sources.</td>
</tr>
<tr>
<td>Weeks 4 – 6</td>
<td>Unit 6</td>
<td>Francophone cinema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 7 – 9</td>
<td>Unit 7</td>
<td>The French education system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 10 – 13</td>
<td>Unit 8</td>
<td>The press &amp; the media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A detailed program of lectures and tutorials topics for each week, together with assignments, class tasks and preparations is available on Moodle as a separate document. The course program is subject to change, e.g. in response to the students’ needs. Students are advised to follow the course progression regularly on Moodle.

4. Course Resources

Textbook Details


These two textbooks will be used each week and students are expected to bring them to classes.

Additional Readings

- DELATOUR Y. et al, *Nouvelle Grammaire du Français*, Hachette FLE. This grammar book is used in the course as the main reference for the lectures. It can be helpful when you prepare for the tests.
- VERCOLLIER A. et al, *Difficultés Expliquées du Français for English Speakers*, CLE International. This grammar book is also a reference for the lectures. It compares some aspects of English and French grammars and is very useful for students who lack confidence in dealing with English grammar.
- You also need a **good bilingual dictionary** for this course; pocket size dictionaries will not be sufficient for the type of work you will be doing. If you are considering majoring in French you are advised to try and purchase the biggest...

### Websites

- **Main Moodle login page**  
  [http://moodle.telt.unsw.edu.au/](http://moodle.telt.unsw.edu.au/)

  The links to the following websites and other Internet resources are available from the course on Moodle:

  - **Dictionaries and language resources**  

  - **French newspapers**  

  - **Francophone radio and television channels**  
    [http://www.tv5.org/index.php](http://www.tv5.org/index.php) TV5Monde: the first international Francophone Television Channel offers entertainment and excellent resources to learn French  

### 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><strong>Grammar &amp; Vocabulary test</strong></td>
<td>1 hour</td>
<td>15%</td>
<td>4</td>
<td>Week 7 (during lecture)</td>
<td>NO</td>
</tr>
<tr>
<td><strong>Preparatory research</strong></td>
<td>350 words</td>
<td>5%</td>
<td>2, 3, 4, 5</td>
<td>Week 9 (during tutorial)</td>
<td>NO</td>
</tr>
<tr>
<td><strong>Speaking test</strong></td>
<td>30 minute recorded discussion</td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 9 (during tutorial)</td>
<td>NO</td>
</tr>
<tr>
<td><strong>Comprehension test: Listening &amp; Reading</strong></td>
<td>2 hours</td>
<td>30%</td>
<td>2, 3, 4, 5</td>
<td>Week 12 (during tutorial)</td>
<td>NO</td>
</tr>
</tbody>
</table>
1 Final exam*: Grammar, Vocabulary & Writing

| 2 hours | 30% | 2, 4, 5, 6 | During the formal exam period | NO |

* 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 (9 out of 11 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

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: [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html)

**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](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)
Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.teit.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 of 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 $17 - [25 \times 0.05 \times 3] = 13.25$.

**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 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 will 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. French cinema) 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 after and not before the lectures, in order to promote the development of unprepared listening skills. These are recorded and available through Echo in Moodle.

- **The second lecture focuses on grammar topics** (e.g. the passive voice). 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, Center for Teaching).

Various media are used to increase student listening and reading comprehension skills.

**Students are expected to:**

- attend the vocabulary / culture lectures and
  - study the slides of the previous lecture and revise the contents taught
  - prepare in writing for the lectures (preparations may include: reading materials, vocabulary exercises, video documents, etc.)
  - 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 Mondays and
  - 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.

**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 controlled and students are expected to complete them on time.

**Feedback:** exercises and tasks are commented in class, corrections and explanations for grammar tests 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:
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 falsely claim their attendance or falsely claim 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

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/. 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

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: https://student.unsw.edu.au/guide

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.