ARTS 3481 Course Outline

School of Humanities and Languages

ARTS 3481, Advanced French B
Semester 2, 2015

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1. Course Staff and Contact Details

Course Convenor, lecturer & tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Muriel Moreno</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:m.moreno@unsw.edu.au">m.moreno@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Thursday, 1 – 2 or by appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) | 6

Course Description

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 ARTS 3480 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. All instruction is conducted in French, 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, the press and the media. Cross-cultural matters are also addressed. Completion of Advanced French B means you have reached level B1 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.

Course Aims

1. Enable students to gain an informed understanding of French and Francophone experiences, cultures, societies and world views, through an intensive study of the French language;

2. Further development of linguistic and communicative competencies at the advanced level as well as a critical approach of cultural issues in French speaking societies.

Student Learning Outcomes

1. Initiate and sustain spontaneous conversations on a reasonably wide range of topics;

2. Explain and synthesise 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.

Graduate Attributes

1. The capacity for analytical and critical thinking and for creative problem-solving in French Studies;

2. The ability to engage in independent and reflective learning in French Studies;

3. An appreciation of, and respect for, diversity in language and culture;

4. A capacity to contribute to, and work within, the international community;

5. The skills required for collaborative and multidisciplinary work;

6. The skills of effective communication.
3. Learning and Teaching Rationale

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.

4. Teaching Strategies

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 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 Wednesdays 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 below (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.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Grammar &amp; Vocabulary Tests</td>
<td>1 hour each</td>
<td>15%</td>
<td>4</td>
<td>1, 2, 6</td>
<td>Week 7, Wednesday + Week 13, Thursday</td>
</tr>
<tr>
<td>Listening comprehension assignment</td>
<td>5 to 10 minute video excerpt (authentic document)</td>
<td>25%</td>
<td>2, 3, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
<td>Week 9, Thursday</td>
</tr>
<tr>
<td>Preparatory Research</td>
<td>350 words</td>
<td>5%</td>
<td>2, 3, 4, 6</td>
<td>1, 2, 4, 5, 6</td>
<td>Week 11, Thursday</td>
</tr>
<tr>
<td>Speaking Test</td>
<td>30 minute discussion in small groups</td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 11, Thursday</td>
</tr>
<tr>
<td>Reading &amp; Writing Test</td>
<td>1 hour 30 min: one-page authentic written text + 350 word essay</td>
<td>20%</td>
<td>2, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 12, Thursday</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full 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**

There are no formal examinations in this course.

**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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)
Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. 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.

The complete Arts and Social Sciences Extension Guidelines can be read here.
If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to
discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. 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.

9. 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
10. Course Schedule

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

<table>
<thead>
<tr>
<th>Dates</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>
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</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.

11. 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 write your assignments and 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 size dictionary you can afford.

### Websites

- **Main Moodle login page**
  
  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**
    
    http://www.wordreference.com/fr/
    http://www.mediadico.com/dictionnaire/

  - **French newspapers**
    
    http://www.lemonde.fr/ « Le Monde »
    http://www.liberation.fr/ « Libération »

  - **Francophone radio and television channels**
    
    http://www.france2.fr/ France 2
    http://www.tv5.org/index.php TV5Monde. The first international Francophone Television Channel offers entertainment and excellent resources to learn French

### 12. 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.

### 13. 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

### 14. 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/complaints

15. 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
https://my.unsw.edu.au/student/atoz/ABC.html

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 https://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/special-consideration

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: http://www.studentequity.unsw.edu.au/

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.