



Arts & Social
Sciences

School of Humanities and Languages

ARTS3483, Professional French B Semester 2, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details

Course Convenor. Lecturer, Tutor			
Name	Dr. Hugues PETERS	Room	Morven Brown 275
Phone	02 9385 1440	Email	h.peters@unsw.edu.au
Consultation Time	Monday and Wednesday 1-2pm		

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>Professional French B is designed for students with an advanced knowledge of French equivalent to seven semesters of learning the language at university level. It is the continuation of ARTS3482, and, it will allow you to proceed to further professional elective courses. This course provides an intensive program of French language in all skills, from a communicative and task-based approach. Students will especially extend their reading skills and learn to argue a point of view in oral reports, discussions and short essays. All instruction is conducted in French, in face-to-face mode and with online supports, including authentic documents. Sophisticated vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics may include current events and issues in the French-speaking world, travel, ethic and moral concerns, engagement in society, French culture.</p> <p><i>Completion of Professional French B means you have reached level B2 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.</i></p>		
Course Aims	1.	This course will 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.	This course will enable students to develop their linguistic and communicative competencies at the professional level as well as a critical approach of cultural issues in French speaking societies	
Student Learning Outcomes	1.	to speak, write, listen to and read French	
	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	
	7.	to study some forms of spoken and written discourse of	

		vocational interest, such as the interview, oral report and short essay
Graduate Attributes	1.	the skills involved in scholarly enquiry in French-based disciplinary studies
	2.	an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	3.	the capacity for analytical and critical thinking and for creative problem-solving in French Studies
	4.	the ability to engage in independent and reflective learning in French Studies
	5.	an appreciation of, and respect for, diversity in language and culture
	6.	the skills required for collaborative and multidisciplinary work
	7.	the skills of effective communication
	8.	a capacity to contribute to, and work within, the international community

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, engaging and fun.

This course is a Professional-level language course. All students not coming from ARTS 3482 who have had some experience with the language, either as a heritage language or previous instruction, must fill in the placement questionnaire available at <https://hal.arts.unsw.edu.au/students/courses/language-placements>

4. Teaching Strategies

There are three hours of face-to-face teaching per week: one lecture of two hours and one tutorial of one hour. 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. Assessment is formative (to help students improve learning) and summative (to pass judgment on the quality of students' learning). A range of assessment tasks of various formats is spread across the semester. Details of the summative assessment tasks are given below. There **will be no formal examination** at the end of the semester.

The lectures are delivered in French to increase students' listening comprehension skills. The cultural topics of the course are introduced with the support of various media. Linguistic topics are presented and discussed within the context of the thematic contents. Students are expected to prepare for the lectures by listening and reading the prescribed materials on the textbook or online.

Students are expected to:

- * attend the lectures
- * revise the contents taught in the previous lecture
- * prepare in writing for the lectures (preparations may include: weekly grammar exercises, reading materials, video documents, new vocabulary)
- * participate and use French during the lecture

The tutorials give students the opportunity to develop their interactive skills and to use the French language in context. This is achieved by means of a variety of language activities most of which require students to prepare in advance. All language skills are practiced in this way. The online component of the course on Moodle allows students to prepare for the lessons and to revise regularly in order to reinforce learning. Students also use this platform to engage in interactive activities that complete classroom interactions. There are also some additional materials for independent study.

Students are expected to:

- * attend the tutorials
- * revise the contents taught in the previous lesson
- * prepare in writing for the tutorials (preparations may include: listening and reading materials from the textbook or online, writing research reports, watching video documents)

- * participate in all class activities and use French during the tutorial

Students are also advised to:

- Keep a folder with the course materials as a resource for revision and study.
- Attend all classes, *including the lectures*.
- Revise for each class the contents taught in the previous class.
- Access the online site of this course as indicated in the program, and, in general, keep informed of the course progress.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
3 grammar quizzes	30 min. each	15% (5% each)	1	1, 2	Weeks 4, 8, 13
Written composition:	50 min.	20%	1, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 7, 8	Week 5
Oral presentation (recorded)	5-10 min.	15%	1, 2, 3, 4, 5, 6, 7	All of the above	Week 7
Listening test	45 min.	20%	1, 2, 3, 4, 5, 6, 7	3, 7, 8	Week 9
Reading test + written commentary assignment	45 min.	30%	1, 2, 3, 4, 5, 6, 7	3, 4, 5, 7, 8	Week 12
Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.					

Formal Examination

This course does not have a formal examination scheduled during the formal examination period.

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 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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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: <http://www.lc.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>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
Weeks 1-3	VO4 Unit 7	MOBILISATION		Selected materials from the textbook, the exercise book, and additional sources
Weeks 4-6	VO4 Unit 5	DISCRIMINATION		
Weeks 7-9	VO4 Unit 9	CULTURE		
Weeks 10-13	VO4 Unit 10	TRAVEL		

A detailed program of lectures and tutorials topics for each week, together with assignments, class tasks, preparations, and independent work, 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.

9. Course Resources

Textbook Details

- BARTHÉLÉMY F., KLESZEWSKI C., PERRICHON É., WUATTIER S., *Version originale 4*, Livre de l'élève, Editions Maison des Langues.
- GREGOIRE M. *Grammaire Progressive du français*, CLE.

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 a 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** 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. The following are suggested:

- *Collins-Robert French-English/English-French Dictionary*, Collins.
- *Oxford-Hachette French Dictionary*, Oxford.

Websites

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 »

<http://www.lefigaro.fr/> « Le Figaro »

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

<http://www.rfi.fr/> Radio France Internationale. News, reportages, interviews, music, language exercises, podcast, etc. An excellent tool for the practice of listening skills.

<http://www.telequebec.tv/> Television Channel from Québec

<http://www.rtbf.be> Belgian Public Radio and Television.

<http://www.tsr.ch/> Swiss Francophone Television Channel

10. 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.

11. 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>

12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

13. 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

<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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.