School of Humanities and Languages

ARTS3486 – Approaches to Spoken French
Semester 2, 2015

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1. Course Staff and Contact Details

Course Convenor, Lecturer, and tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Hugues PETERS</th>
<th>Room</th>
<th>Morven Brown 275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>02 9385 1440</td>
<td>Email</td>
<td><a href="mailto:h.peters@unsw.edu.au">h.peters@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 11-1pm and by appointment.</td>
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2. Course Details

Units of Credit (UoC) 6

Course Description

This course, entirely taught in French, gives you the opportunity to immerse yourself in the French language in order to develop your oral fluency and your linguistic awareness as well as your knowledge of contemporary French culture.

You will learn the linguistic basis for the description of spoken French and will familiarize yourself with the features of standard and non-standard speech varieties (regional French, French outside France, vernacular language of the youth) and the gestures used in oral communication, as well as about the representations of spoken French in writing (theatre, comic books, chat). Through the analysis of video documents and films, theatre plays and comic book excerpts, you will learn how French speakers use words and a set of grammar rules to communicate orally.

You will apply what you learned in various class exercises for the improvement of pronunciation and oral fluency, and the development of conversation and presentation skills on topics of current cultural relevance. In addition you will extend your reading, writing and overall thinking skills through the study of relevant texts in linguistics and associated disciplines.

Topics include, but are not limited to, French sounds and intonation, varieties and registers, conversational gestures, regional French, the language of the youth, the language of the media, the language of French political leaders.

Aims of the Course

1. To provide students with a theoretical knowledge of spoken French and the multimodality of language.
2. To develop students’ capacity for adequate use of registers and varieties of spoken French in a given context.
3. To train students in the use of tools and techniques for the analysis of spoken French.
4. To further all language skills, particularly oral skills, and improve fluency in French.
5. To initiate students in basic research skills and independent learning.

Student Learning Outcomes

1. Describe the main linguistic features of contemporary spoken French (e.g. how sounds are produced, how utterances and oral paragraphs are built, how long is a pause).
2. Demonstrate applied knowledge of these features through adequate use in speaking and through the analysis of
<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. The skills involved in scholarly enquiry in French-based disciplinary studies.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. The capacity for analytical and critical thinking and for creative problem-solving in French Studies.</td>
</tr>
<tr>
<td></td>
<td>3. The ability to engage in independent and reflective learning in French Studies.</td>
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<tr>
<td></td>
<td>4. An appreciation of, and respect for, diversity in language and culture.</td>
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<tr>
<td></td>
<td>5. The skills involved in collecting, documenting, organising, and systematically analysing information.</td>
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<tr>
<td></td>
<td>6. The skills of effective communication.</td>
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</tbody>
</table>

selected documents.

3. Communicate with an improved pronunciation, intonation, fluency and overall ease, when speaking French.

4. Discuss in speaking and in writing and after personal research a specific topic related to the course aims.

5. Demonstrate an informed appreciation of the social and cultural diversity of spoken French.
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 introduces students to current theories for the description of spoken French in face-to-face interaction. The overarching idea along the course is that when people talk they use not only words and a set of grammar rules, but they also use rhythm, intonation, contextual cues and non-verbal communication (gesture, facial expression), all of which participate in the creation of meaning. The course aims at demonstrating how this occurs in spoken French and takes into account some of the varieties of French that speakers really use (e.g. colloquial French, regional French, language of the youth, French outside France). Students will apply the theory to various class exercises aiming at the improvement of pronunciation and oral fluency, and at the development of conversation and presentation skills. They will also apply their knowledge to the analysis of selected documents representative of the phenomena under study. Reading and writing skills will also be extended through the study of relevant texts in linguistics and associated disciplines. This course will provide students with the tools and methods to gain a better understanding and use of the French language in various social contexts. As such, it is a good companion of the content courses of the French program (ARTS3488 French Discourse Studies, ARTS 2485 Exploring French Linguistics, ARTS2486 The French-Speaking World).

4. Teaching Strategies

There are three hours of face-to-face teaching per week: one lecture (2 hours) and one seminar/tutorial (1 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.

The lectures will be devoted to the presentation of concepts, methods and current theories for the study of contemporary spoken French, for example, the description of French vowels and consonants and the role of intonation. Whenever possible, the lecturer will endeavour to link these new contents to the students’ previous knowledge of the French language.

In the seminar/tutorials the new concepts and topics will be demonstrated with use of multimedia supports, and students will perform various reflective tasks and practical exercises. These include pronunciation, intonation, listening and transcription exercises, role play and other interactive tasks. Some audio and video recording will be used for practice, study, self-review and course assessment purposes. Individual training will be provided before the video recordings start.

Assessment is continuous. Formative assessment helps students improve learning by means of class and home exercises. Summative assessment measures the quality of students' learning, and includes tasks of a more comprehensive and in-depth nature. Details are given
Preparations are controlled in class and must be completed on time. There are no formal examinations.

Feedback: the exercises and the test are corrected and commented in class; individual mark sheets with written comments are handed in for assignments.

Students are expected to attend the classes (lectures and tutorials) and to spend on average 6-8 hours per week revising, studying, doing the preparations and completing the assignments. Class participation and preparations are essential to progress in this course.

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>Preparation &amp; class work</td>
<td>N/A</td>
<td>10%</td>
<td>1, 2, 3, 5</td>
<td>1, 2, 3</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>In-class test</td>
<td>90 minutes</td>
<td>20%</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>Week 5</td>
</tr>
<tr>
<td>Preparatory Research Task</td>
<td>Abstract &amp; plan of the presentation</td>
<td>10%</td>
<td>4, 5</td>
<td>1, 2, 3, 5</td>
<td>Week 8, 9</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Ten-minute presentation, (recorded)</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 10, 11</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>Analysis of a conversation</td>
<td>30%</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

- **Preparation & class work**: you will be assigned weekly small preparations or small individual or group tasks to perform during class.
- **Preparatory research task**: you are expected to prepare a one-page plan and 200-word abstract of your oral presentation two weeks before your presentation.
- **Oral presentation**: you are expected to give a 10-minute oral presentation in French, followed by a discussion period, on a topic you have chosen. The oral presentation must be accompanied by a PowerPoint document and will be video-recorded for assessment purposes.
- **In-class test**: you will be tested on your knowledge of the concepts and content covered during the lectures.
- **Final Assignment**: you will hand in a report based on a critical reading, transcription and analysis of a natural, staged or literary conversation.

**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/

**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

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, should 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](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/](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)
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>Week Commencing:</th>
<th>Topic</th>
<th>Lecture/Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – 4 27/07/2015</td>
<td>Approaches &amp; methods</td>
<td>The main issues, concepts and theoretical basis of the course.</td>
<td>Blanche-Benveniste 1997</td>
</tr>
<tr>
<td>Week 5 – 9 24/08/2015</td>
<td>Representation &amp; use of spoken French</td>
<td>Through the analysis of news reels, excerpts from films, theatre scenes and comic books, you will learn how French speakers communicate orally.</td>
<td>Fresnault-Deruelle 1970 Reboul &amp; Moeschler 1985</td>
</tr>
<tr>
<td>Week 10 – 13 06/10/2015</td>
<td>Varieties &amp; registers of spoken French</td>
<td>Young, regional and non-metropolitan uses of spoken French.</td>
<td>Gadet 2003</td>
</tr>
</tbody>
</table>

A detailed program of lectures and tutorials topics for each week, together with assignments, class tasks and preparations will be 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

There is no prescribed textbook for this course. Materials will be provided by the lecturer and made available through Moodle.

Additional Readings

Partial list of references that may be used, available from the UNSW library:

- **Dictionaries of pronunciation**
  
  
  
  On the pronunciation of spoken French
  
  
  
  
  On the linguistics of spoken French
  
  
  
  
  
  On gestures in spoken French
  
  
  
  
- **On Varieties of Spoken French**

- **On the language of comic books**

- **On the language of theatre**

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### 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:
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.