School of Humanities and Languages

ARTS2480, Intermediate French A
Semester 1, 2016

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

Course Convenor & Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Valérie Combe-Germes</th>
<th>Room</th>
<th>MB 271</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(02) 9385 – 2315</td>
<td>Email</td>
<td><a href="mailto:v.combegermes@unsw.edu.au">v.combegermes@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Mondays 1 – 2, Tuesdays 12 – 1 &amp; Wednesdays 2 – 3.</td>
<td></td>
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</tr>
</tbody>
</table>

Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Muriel Moreno</th>
<th>Room</th>
<th>MB 277</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(02) 9385 – 2321</td>
<td>Email</td>
<td><a href="mailto:m.moreno@unsw.edu.au">m.moreno@unsw.edu.au</a></td>
</tr>
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</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>Intermediate French A is designed for students with basic knowledge of French, equivalent to two semesters of studying the language. Taken together with ARTS2481 (in semester 2), it will allow you to proceed to further study of French. This course provides an intermediate level program in French language study from a communicative and task based approach. The medium of instruction is French. Students develop their listening and speaking skills, as well as their reading and writing skills in French through a number of different activities, in face-to-face mode and with online supports. Vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics include communication and languages, lifestyle, sports, France’s social activism, as well as fine arts, environmental concerns and popular culture.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. to develop an informed understanding of French and Francophone experiences, cultures, societies, and world views; 2. to enable students to improve their linguistic and communicative competence at the intermediate level; 3. to improve understanding of cultural issues in France and French speaking territories.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>1. to speak, write, listen to and read French at the intermediate level; 2. to become engaged with topics important in the French-speaking world; 3. to investigate and report on topics currently discussed in the French-speaking world; 4. to think critically about the role of the French-speaking world in global affairs; 5. to appreciate the cultural production of the French-speaking world; 6. to gain a better understanding of oneself and one’s environment by examining the French-speaking world.</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td>1. the skills involved in scholarly enquiry;</td>
</tr>
</tbody>
</table>
3. Learning & Teaching Rationale

The approach is communicative and task-based, which means the course focuses on the language, communicative strategies and cultural factors in daily person-to-person interaction. Language classes follow an interactive approach based on group work and aim at the development of fluency and accuracy. **The language of communication used in the classroom is French**, and students will be expected to use the language in all their class activities. Learning a language is progressive, and it requires regular active practice and constant revisions. In-class and out-of-class activities, preparations, and course assessments are designed with this in mind.

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

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 may be included in the course program.

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

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

- The first lecture focuses on culture topics (e.g. lifestyle & sports or social activism) 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 **before**
the lectures in order to promote the development of prepared listening skills. These are also recorded and available through Echo in Moodle.

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

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

**Students are expected to:**

- attend the vocabulary / culture lectures and
  - study the slides of the previous lecture and revise the contents taught
  - prepare in writing for the vocabulary lectures (preparations may include: reading materials, vocabulary exercises, video documents, etc.)
  - print the vocabulary lecture slides before coming to the lecture
  - listen to the lecture, take notes and participate as required by the lecturer

- watch the grammar lectures on-line and do the related activities before coming to class on 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.

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

**Students are expected to:**

- attend the tutorials
- revise the contents taught in the previous lesson
- participate in all class activities and use French during the tutorial.

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

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

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

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

<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>Grammar &amp; Vocabulary Test</td>
<td>45 minutes</td>
<td>15%</td>
<td>1</td>
<td>6</td>
<td>Monday, Week 7</td>
</tr>
<tr>
<td>2 Written Exercises in class</td>
<td>45 minutes each</td>
<td>20% each</td>
<td>1, 2, 3, 4, 6</td>
<td>2, 3, 5, 6</td>
<td>Thursday or Friday, Week 5 &amp; 12</td>
</tr>
<tr>
<td>Oral Discussion</td>
<td>45 minutes</td>
<td>15%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Thursday or Friday, Week 9</td>
</tr>
<tr>
<td>Final Examination (Grammar, Vocabulary, Listening &amp; Reading)</td>
<td>2 hours</td>
<td>30%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Formal Examination period (10 – 27 June 2016)</td>
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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/
Formal Examination

This course has a formal examination which will be scheduled in the formal examination period from 10 – 27 June 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

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

**NOTE: All assessments in this course take place in class. This section does not, therefore, apply to this course.**

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

There are no “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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</table>

** 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 Procedure. 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.

Your assignment will be available with feedback in hard copy within three weeks of the due date.

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

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.

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

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• 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.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• 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.

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

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/

<table>
<thead>
<tr>
<th>Week</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>VO 2 Unit 1</td>
<td>Languages &amp; Communication</td>
<td></td>
<td>Textbook, Exercise book &amp; Grammar book.</td>
</tr>
<tr>
<td>Weeks 4 – 6</td>
<td>VO 2 Unit 2</td>
<td>Accommodation &amp; Holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 7 – 9</td>
<td>VO 2 Unit 3</td>
<td>Health &amp; Wellbeing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 10 – 13</td>
<td>VO 2 Unit 4</td>
<td>Historical &amp; Social events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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


Additional Readings

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

The following recommended books are available from the Bookshop:


For students who would like to have additional French grammar practice, we recommend:


For students who lack confidence in dealing with English grammar, the following
book is also recommended (available at the Bookshop and in the Library):
o Morton, J., English grammar for students of French. Olivia & Hill.

 Websites

 Moodle

 Dictionaries and language resources
 http://www.wordreference.com/fr/
 http://www.mediadico.com/dictionnaire/

 French newspaper
 http://www.lemonde.fr/ « Le Monde »

 Francophone 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

 Online remedial exercises & activities
 http://www.lepointdufle.net/

 The links to these websites and other Internet resources are available from the course on Moodle.

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