School of Humanities and Languages

ARTS1480, Introductory French A
Semester 1, Year 2015

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## 1. Course Staff and Contact Details

### Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Sheaffer-Jones</td>
<td>Morven Brown building 276</td>
<td><a href="mailto:c.sheaffer-jones@unsw.edu.au">c.sheaffer-jones@unsw.edu.au</a></td>
</tr>
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<table>
<thead>
<tr>
<th>Phone</th>
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<tbody>
<tr>
<td>9385 2415</td>
<td>Mondays 11-12 or by appointment</td>
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### Tutors

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Valérie Combe-Germes</td>
<td>MB271</td>
<td><a href="mailto:v.combegermes@unsw.edu.au">v.combegermes@unsw.edu.au</a></td>
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<tr>
<th>Name</th>
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<tr>
<td>Karima Mezoughem</td>
<td>MB277</td>
<td><a href="mailto:k.mezoughem@unsw.edu.au">k.mezoughem@unsw.edu.au</a></td>
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<th>Name</th>
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<tr>
<td>Muriel Moreno</td>
<td>MB277</td>
<td><a href="mailto:m.moreno@unsw.edu.au">m.moreno@unsw.edu.au</a></td>
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<tbody>
<tr>
<td>Hugues Peters</td>
<td>275</td>
<td><a href="mailto:h.peters@unsw.edu.au">h.peters@unsw.edu.au</a></td>
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<tr>
<th>Name</th>
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<tr>
<td>Sylviannie Pinon</td>
<td>MB277</td>
<td><a href="mailto:s.pinon@unsw.edu.au">s.pinon@unsw.edu.au</a></td>
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## 2. Course Details

### Units of Credit (UoC)

| ARTS1480 Introductory French A is specially designed for students with **NO (or almost no)** previous knowledge of French. It is the first stage in the core language sequence for French: if taken together with ARTS1481 (Semester 2), it will allow you to proceed to further study of French in the core language courses ARTS2480 Intermediate French A and ARTS2481 Intermediate French B. It enables students to gain basic competencies in speaking, reading, writing and listening to French and provides an introduction to French and Francophone culture. |

### Course Aims

1. To provide students with basic conversational French skills;
2. To enable students to listen to and understand basic French;
3. To equip students with the ability to read basic everyday French;
4. To equip students with the ability to write basic French, for instance simple dialogues and letters;
5. To give students an understanding of basic French grammar;
6. To give students an introduction to French and Francophone life and culture.
Student Learning Outcomes

1. By the end of this course, you should be able to introduce yourself and hold a simple conversation giving and asking basic personal details, describing people you know, talking about everyday activities and expressing likes and dislikes; you should be able to give and refuse permission, express opinions and indicate directions;

2. you should also have a good basic vocabulary and some basic notions of French grammar, as well as some basic speaking, reading, writing and listening skills in French;

3. you should as well become engaged with topics which are important in the French-speaking world;

4. you should gain a better understanding of yourself and your environment by examining the French-speaking world.

Graduate Attributes

1. Scholarly enquiry in French-based disciplinary studies;

2. disciplinary knowledge via the French language;

3. analytical and critical thinking;

4. an appreciation of, and respect for, diversity in language and culture;

5. collaborative and multidisciplinary work;

6. effective communication.

3. Learning and Teaching Rationale

In order to achieve the required proficiency, students need to apply themselves in a sustained manner and to revise their work continually. The regular assessment tests are designed to assess this progressive work and revision in speaking, reading, listening and writing skills, as well as grammar. These tests also provide students with regular timely and necessary feedback, so that they may improve their performance or further discuss their progress and learning strategies. To help students monitor their proficiency and efficiently prepare for the tests, an independent work schedule, complementing the in-class work program, will be posted online as well as some weekly self-evaluation exercises.

The teaching approach is communicative, which means that the course focuses on the language, communicative strategies and cultural factors in daily person-to-person interaction. The structures of the language are presented in context, so grammar is generally learnt by the process of inferring the rules from the communicative situations practised orally in French.

Class activities include:

a. The study and learning of dialogues on video or CD to develop listening skills and pronunciation.

b. 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.

This course is a beginners-level language course. All students 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

The teaching strategies are designed to enable students to have a considerable amount of contact with the French language, including responding to instructions in French. This will
help students to improve their skills efficiently. There are background lectures on the French language and culture, as well as grammar lectures in English. These lectures introduce students to specific vocabulary, through cultural topics of today’s French speaking world, and to basic notions of grammar, in the context of the dialogues practised in class. Apart from these lectures, the language of communication used in the classroom is mainly French.

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>
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<tr>
<td>TEST #1, Vocabulary + Grammar</td>
<td>45 minutes</td>
<td>25%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4, 6</td>
<td>Week 5 in the 2 hour tut.</td>
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<td>TEST #2, Reading + Listening</td>
<td>1 hour</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 9 in the 2 hour tut.</td>
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<tr>
<td>TEST #3, Writing</td>
<td>45 minutes</td>
<td>25%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 12 in the 2 hour tut.</td>
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<tr>
<td>TEST #4, Speaking</td>
<td>30 minutes</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Week 13 in the 2 hour tut.</td>
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</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/

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
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.

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_Policy.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.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/

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<tr>
<th>Week Commencing:</th>
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<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
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<tr>
<td>Weeks 1 to 3</td>
<td>VO1 – Unit 1</td>
<td>Spelling, greetings &amp; numbers</td>
<td>Spelling, greetings &amp; numbers</td>
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<tr>
<td>Weeks 4 to 6</td>
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<td>Personal identification</td>
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<td>VO1 – Unit 3</td>
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<td>VO1 – Unit 4</td>
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<td>Description + Likes &amp; dislikes</td>
<td>Textbook VO1 + Exercise book VO1 + Grammar book</td>
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</table>

Please see also the detailed program on Moodle. The course program is subject to change in response to the needs of students. Students are advised to check regularly for updates.

11. Course Resources

Textbook Details

- VERSION ORIGINALE, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues.
- GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE. (Note: Students should also buy the accompanying answer booklet Corrigés)
- ROWLINSON et al., Oxford Paperback French Dictionary & Grammar, OUP.

Additional Readings

- Collins Robert French-English/English-French Dictionary, Collins
- Oxford-Hachette French Dictionary, Oxford
  For students who wish to revise English grammar, the following book is also recommended:
- MORTON J., English grammar for students of French, Olivia & Hill
  (available at the Bookshop and in the Library)

Websites

- http://teaching.unsw.edu.au/elearning to access the course online platform (Moodle);
- https://student.unsw.edu.au/lecture-recordings to access recorded lectures;
- http://www.lepointdufle.net/debutants.htm exercises for independent revisions;
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 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.