



Arts & Social
Sciences

School of Humanities and Languages

ARTS1481, Introductory 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 | | | |
| Name | Caroline Sheaffer-Jones | Room | MB276 |
| Phone | 93852415 | Email | c.sheaffer-jones@unsw.edu.au |
| Consultation Time | Wednesday 10-11am | | |
| Lecturers (and tutors) | | | |
| Name | Valérie Combe-Germes | Room | MB271 |
| Phone | 93852315 | Email | v.combegermes@unsw.edu.au |
| Consultation Time | | | |
| Name | Caroline Sheaffer-Jones | Room | MB276 |
| Phone | 93852415 | Email | c.sheaffer-jones@unsw.edu.au |
| Consultation Time | | | |
| Tutors | | | |
| Name | Muriel Moreno | Room | MB 277 |
| Phone | 93852321 | Email | m.moreno@unsw.edu.au |

| 2. Course Details | |
|---------------------------|---|
| Units of Credit (UoC) | 6 uoc |
| Course Description | <p>ARTS1481 Introductory French B is especially designed for students who have completed ARTS 1480 Introductory French A or who have a little previous knowledge of French. It is the second stage in the core language sequence for French: 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.</p> <p><i>Note: completion of Introductory French B means you have reached level A1 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 | <ol style="list-style-type: none"> 1. To improve students' basic conversational French skills; 2. to enable students to listen to and understand simple everyday French conversations; 3. to equip students with the ability to read simple everyday French texts and documents; 4. to equip students with the ability to write basic French, especially simple dialogues, letters or explanations; 5. to further students' understanding of basic French grammar; 6. to give students an introduction to French life and culture. |
| Student Learning Outcomes | <ol style="list-style-type: none"> 1. To have a vocabulary of about 2000 words, and some good notions of simple French grammar, especially about the verb system, tenses, and some basic reading and writing skills in French; 2. to demonstrate theoretical knowledge of the grammar structures included in the course program; 3. to explain and synthesise the content of authentic written documents through written communication; |

| | | |
|---------------------|----|--|
| | 4. | to present and develop a point of view, a narrative or some factual information through written communication; |
| | 5. | to initiate and sustain spontaneous conversations on a reasonably wide range of topics. |
| Graduate Attributes | 1. | Scholarly enquiry in French-based disciplinary studies; |
| | 2. | disciplinary knowledge in an interdisciplinary context via the French language; |
| | 3. | research skills and effective collaboration; |
| | 4. | the ability to engage in independent and reflective learning of a different language system; |
| | 5. | the capacity for initiative and creativity; |
| | 6. | an appreciation of, and respect for diversity in language and culture; |
| | 7. | the skills of effective communication and presentation. |

3. Learning and Teaching Rationale

The 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, which means that grammar is learnt by inferring the rules from the communicative situations practised orally in French. There are also some background lectures designed to introduce students to basic notions of grammar in the context of the dialogues practised in class and to specific vocabulary through cultural topics of today's French speaking world. The language of communication used in the classroom is **mainly French**.

ARTS1481 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

In addition to the class activities, students are expected to do weekly grammar exercises and listening or writing exercises, as well as regular private study and revision at home or in the multimedia area. (Weekly practice and revision with the audio and video material accompanying the course textbook + the online content of the course). **A minimum of 4 hours per week of independent work is expected.** Regular active practice and revision are essential for effective progression.

5. Course Assessment

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|-------------------|-----------------|--------|----------------------------|------------------------------|--------------------------------|
| Test - Vocabulary | 45 mins approx. | 15% | 2 | 2,4 | Week 5 Wed. 27/08/14 |
| Test - Grammar | | 15% | 2 | 2, 4 | |
| Test – Reading | 45 mins approx. | 15% | 1, 2, 3, 4, 5 | 1, 2, 4, 5, 7 | Week 9 Wed. 24/09/14 |
| Test- Listening | | 20% | 1, 2, 3, 4, 5 | 1, 2, 4, 5, 7 | |

| | | | | | |
|------------------------|-------------------------|-----|---------------|---------------|---------------------------------|
| Test – Writing | 45 mins approx. | 20% | 1, 2, 3, 4, 5 | 1, 2, 4, 5, 7 | Week 12 Wed. 22/10/14 |
| Test - Speaking | 10 -15 minute recording | 15% | 1, 6 | 4, 5, 6, 7 | Week 13 Wed. 29/10/14 |

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.

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/>

| Topic | Date | Lecture Content | Tutorial/Lab Content | Readings Required |
|---------------|---------------|--|----------------------|------------------------------|
| VO 1 – Unit 5 | Weeks 1 - 3 | Personal routine, habits, frequency & time. | | VO 1 Workbook + Grammar book |
| VO 1 – Unit 6 | Weeks 4 - 6 | The weather, clothes & shopping. | | |
| VO 1 – Unit 7 | Weeks 7 - 9 | Quantity, food, going to the restaurant & future intentions. | | |
| VO 1 – Unit 8 | Weeks 10 - 13 | Abilities, personal experience & the past. | | |

Please note that the course schedule is subject to change according to needs; a separate document detailing the contents of lectures and practical class topics, as well as set homework and preparation is available on the course website.

Lectures start in **Week 1**. Tutorials start in **Week 2**.

9. Course Resources

Textbook Details

VERSION ORIGINALE 1, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues..

VERSION ORIGINALE 1, Méthode de français, A French Course for English Speakers, workbook, 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://telt.unsw.edu.au/> to access the course online platform new Moodle platform;
- <http://versionoriginale.difusion.com/wpmu/> the Version Originale URL link to complement the textbook;
- <http://www.lepointdufle.net/debutants.htm> exercises for independent revisions;
- <http://french.typeit.org/> how to type French punctuation.

Textbook Details

VERSION ORIGINALE 1, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues..

VERSION ORIGINALE 1, Méthode de français, A French Course for English Speakers, workbook, 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.

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.