



Arts & Social
Sciences

School of Humanities and Languages

ARTS2480, INTERMEDIATE FRENCH A Semester 1, 2014

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1. Course Staff and Contact Details

Course Convenor and Lecturer

Name	Hugues PETERS	Room	275
Phone	02 9385 1440	Email	h.peters@unsw.edu.au
Consultation Time	Monday and Wednesday 1-2pm		

Tutors

Name	Muriel MORENO	Room	277
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Consultation Time	By appointment		

2. Course Details

Units of Credit (UoC)	6	
Course Description	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. 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.	
Course Aims	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.
Student Learning Outcomes	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.
Graduate Attributes	1.	French: the skills involved in scholarly enquiry;
	2.	French: an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
	3.	French: the capacity for analytical and critical thinking and for creative problem solving;
	4.	French: an appreciation of, and respect for, diversity;
	5.	French: the skills required for collaborative and multidisciplinary work;

	6.	French: the skills of effective communication;
	7.	French: a capacity to contribute to, and work within, the international community.

3. Learning and Teaching Rationale

The approach is communicative, 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. The structures of the language are presented in context, which means that grammar is learnt by inferring the rules from the communicative situations practiced orally in French. There is use of audio-visual supports, authentic documents, and electronic means of communication (online activities or exercises, exploration of French Websites) for the practice of reading, listening, and writing skills, and to increase the awareness of French and the French speaking world. 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.

4. Teaching Strategies

The lectures are delivered **in French** so that students develop their listening abilities. Grammatical topics are presented, as well as cultural material, related to the topics and themes of the course. The tutorials provide the students the opportunities to listen, speak, read and write in French. In the tutorials, students use grammar and vocabulary to discuss themes relevant to the French-speaking world, as well as the environment and themselves. If you do not have access to Internet at home, there are computer labs located at the lower ground floor in Morven Brown (LG47 and LG49).

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.
- Spend at least 8 hours per week working on the language outside of contact hours.
- Access the online site to keep informed of the course progress.

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.

Please note that audio visual material and music are an integral part of the course and that musical excerpts or music background may be part of tasks and exercises.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Grammar & Vocabulary test	30 minutes	15%	1	6	Week 7 (during lecture)
Two written workshops	30 minutes each	40%	1, 2, 3, 4, 6	2,3,5,6	Weeks 3 & 11
Oral discussion	30 minutes	15%	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	Week 9

			6	6, 7	
Final examination	2 hours	30%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	Examination period
<i>NB: For the written workshops, students will have the opportunity to revise and correct their composition in class for grammatical accuracy.</i>					

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 has a formal examination which will be scheduled in the formal examination period from 13 – 30 June 2014. 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.

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	VO2 Unit 1	Languages & communication		Textbook, exercise book & grammar book
Weeks 4-6	VO2 Unit 2	Accommodation & everyday life		
Weeks 7-9	VO2 Unit 3	Health & wellbeing, lifestyle		
Weeks 10-13	VO2 Unit 4	Historical & social events		

A detailed program of lectures and tutorials and practical class topics for each week, together with grammar homework and preparations, online activities, relevant readings from textbook and other reference material identified for the course will be available on the online platform. The course program is subject to change in response to the needs of students. Students are advised to check regularly for updates on the Online Platform.

9. Course Resources

Textbook Details

□ M. Denyer et al. (2010). *Version Originale 2. Méthode de français*. Difusion fle (CD and DVD included)

Additional Readings

□ M. Denyer et al. (2010). *Version Originale 2. Cahier d'exercices*. Difusion fle (CD included)

□ A. Akyuz et al. (2008). *Les exercices de Grammaire*. Hachette Fle

Recommended 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 pocketsize 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:

- o Essential French Dictionary & Grammar. 2nd Ed. Harper/Collins.
- o Oxford-Hachette French Dictionary. Oxford.
- o M. Coffman. French Grammar. McGraw-Hill.
- o R. Hawkins, & R. Towell. French Grammar and Usage. McGraw-Hill.

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

- o M. GREGOIRE, & O. THIEVENAZ. (2003). *Grammaire progressive du français. Niveau intermédiaire*. Paris, CLE. (Students should also buy the accompanying booklet Corrigés).

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.

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.