



Arts & Social
Sciences

School of Humanities and Languages

ARTS2481, Intermediate French B Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
Name	Hugues PETERS	Room	275
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Consultation Time	Monday and Wednesday 1-2pm		
Lecturer			
Name	Caroline Sheaffer-Jones	Room	276
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Consultation Time	Wednesday 10-11am or by appointment		
Tutors			
Name	TBA	Room	TBA
Phone	TBA	Email	TBA

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>Intermediate French B is designed for students with an intermediate knowledge of French equivalent to three semesters of studying the language at the university level. It is the continuation of ARTS2480, and it will allow you to proceed to further study of French (ARTS3480).</p> <p>This course provides an intermediate level program in French language study from a communicative and task-based approach. Students will learn to deal with most situations likely to arise whilst travelling in an area where the language is spoken. Students develop their listening and speaking skills through a number of different activities, as well as their reading and writing skills in French.</p> <p>Vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics include the cultural practices of France and the Francophone world as well as national and international concerns. The medium of instruction is French.</p> <p><i>Completion of Intermediate French B means you have reached level A2 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"> to enable students to develop an informed understanding of French and Francophone experiences, cultures, societies and world views through language study; to enable students to improve their linguistic and communicative competencies at the intermediate level; to improve understanding of cultural issues in France and the French-speaking world.
Student Learning Outcomes	<ol style="list-style-type: none"> to speak, write, listen to and read French at the intermediate level; 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.	the skills involved in scholarly enquiry in French-based disciplinary studies;
	2.	an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
	3.	the capacity for analytical and critical thinking and for creative problem-solving in French Studies;
	4.	the ability to engage in independent and reflective learning in French Studies;
	5.	an appreciation of, and respect for, diversity in language and culture;
	6.	the skills required for collaborative and multidisciplinary work;
	7.	the skills of effective communication;
	8.	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.

All students not coming from ARTS2480 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

Learning a language is progressive, and it requires regular active practice and constant revisions. Class activities and course assessment are both designed with this in mind.

The lectures (2 hours per week) are delivered in French so that students develop their listening abilities. Grammatical topics as well as cultural material related to the topics and themes of the course (learning outcomes 1, 5) are presented during the lectures.

The tutorials (2 hours per week) 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 (learning outcomes 1, 2, 3, 4, 6). The language of communication during the tutorials is French.

Students develop their knowledge of the French-speaking world by dealing with a variety of authentic written and aural documents in preparation for classroom activities (outcomes 1, 2 and 5). This semester, the emphasis will be on spoken French, in order to consolidate previous learning and develop expression; to that effect, 4 oral workshops will be dedicated to working on pronunciation and intonation, fluency and clarity of argumentation.

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.** Attendance will be taken during the first 15 minutes of the class. Students who are late will be marked absent).
- Revise for each class the contents taught in the previous class.
- Do the preparations and exercises set in the program (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-video 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 music and movies 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
Speaking Tests • 2 speaking workshops (recorded)	45 min. each	15% each	1, 3, 4, 5, 6	All of the above	Weeks 5 and 13
• Grammar / Vocabulary test	50 min.	20%	1	3,7	Week 7 during lecture
• Writing test	45 min.	20%	1, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	Week 11
Final examination Grammar, Vocabulary, Listening & Reading	2 hours	30%	1, 2, 3, 4, 6	3, 6, 7	<u>During formal examination period</u>

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 7 – 22 November 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/>

Topic	Week Commencing:	Lecture Content	Tutorial/Lab Content	Readings
VO2 - Unité 5	Weeks 1 to 3	Personal experience & past events	VO2 - Unité 5	VO2 + Cahier d'exercices + Livre de grammaire
VO2 - Unité 6	Weeks 4 to 6	Climate change & the future	VO2 - Unité 6	
VO2 - Unité 7	Weeks 7 to 9	Rules of social behaviour	VO2 - Unité 7	
VO2 - Unité 8	Weeks 10 to 13	The French speaking world	VO2 - Unité 8	

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)
- M. Denyer et al. (2010). *Version Originale 2. Cahier d'exercices*. Difusion fle (CD included)
- A. Akyuz et al. (2008). *Les exercices de Grammaire – A2*. Hachette Fle

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:

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

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

- 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):

- Morton, J., *English grammar for students of French*. Olivia & Hill.

Websites

- <http://yourdictionary.com/> a site of online dictionaries;
- <http://www.tv5.org> The French speaking channel;
- <http://www.club-forum.com/> Self-correcting grammar exercises in 'Testez-vous';
- <http://french.about.com/> Online exercises and various resources;
- <http://www.lepointdufle.net/> The best free web-based activities.

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.