ARTS2485, Exploring French Linguistics
Semester 1, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Hugues PETERS</th>
<th>Room</th>
<th>275</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>02 9385 1440</td>
<td>Email</td>
<td><a href="mailto:h.peters@unsw.edu.au">h.peters@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 11-1pm, by appointment</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td>Course Description</td>
<td>This course taught in English offers a systematic comparison of French and English as far as sounds (phonetics/phonology), vocabulary, word formation (morphology), and sentence structure (syntax) are concerned. It will focus on the typical difficulties encountered by learners of French in pronunciation, orthography, and grammar in order to give them the tools to improve their accuracy and become more independent learners</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. to develop an informed understanding of the most salient aspects of the structure of French and English</td>
</tr>
<tr>
<td></td>
<td>2. to provide the students with the linguistic tools, terms, and concepts to improve their proficiency and accuracy in the French language</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>1. to develop an understanding of the tools and methods of linguistic inquiry</td>
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<tr>
<td></td>
<td>2. to develop the ability to systematically examine the various linguistic categories: sounds, morphemes, words, phrases and clauses, in French</td>
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<td></td>
<td>3. to be able to compare these in French and English</td>
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<tr>
<td></td>
<td>4. to appreciate linguistic diversity</td>
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<tr>
<td>Graduate Attributes</td>
<td>1. the capacity for analytical and critical thinking and for creative problem-solving in French Studies</td>
</tr>
<tr>
<td></td>
<td>2. information literacy in French Studies</td>
</tr>
<tr>
<td></td>
<td>3. an appreciation of, and respect for, diversity in language and culture</td>
</tr>
<tr>
<td></td>
<td>4. the skills involved in collecting, documenting, organising, and systematically analysing information</td>
</tr>
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</table>
3. Learning and Teaching Rationale

This course provides an introduction to the structure of the French language and will focus on the typical difficulties encountered by English-speaking learners of French. All of our students have English as one of their languages as a native or a second language. So contrasting the two makes sense. We will also give the opportunity for students whose first language is not English to make punctual comparison with their first language in an oral grammar presentation.

This contextual studies course is integrated within the French studies program, as it builds on the learning of the structures discovered in language courses, and complements other linguistically orientated courses: The contextual studies course: The French Speaking World (taught in English), and the Professional level course: Approaches to Spoken French (taught in French). The course helps students develop their accuracy and sociolinguistic competence in the French language, and gives them the tools to become independent learners.

4. Teaching Strategies

The course is taught in English as it is one of the contextual studies courses in the major in French Studies. The teaching format of the course is a two hour lecture followed by a one hour tutorial. The Teaching approach involves class discussions as well as small group discussions during the tutorials and the lectures. This is achieved by means of a variety of tasks most of which require students to prepare in advance.

During the lectures (weeks 1-12), the lecturer presents, explains, and exemplifies the tools and concepts associated with the French linguistic system (learning outcomes 1, 2) and compares the French system with the English system (learning outcomes 3, 4).

In the lectures and the tutorials (weeks 2-13), students will have the opportunity to apply the content presented, evaluate their learning, discuss problems in small groups, and develop their interactive skills. Except for the weeks in which in-class written tests will take place (weeks 7 and 12), students will be provided with weekly preparations and language activities in which they apply the concepts presented in the lectures and in the readings: the sound system, the word system, the morpho-syntactic system, and language variation. These exercises provide students practice in analysing the French language using the tools and methods of linguistics analysis (learning outcome 2).

The tutorial serves the purpose of providing a forum for in depth analysis and discussion of these concepts through the critical discussion of academic articles (weeks 3 to 7). It is essential to prepare the assigned exercises and readings in advance.

Additionally, in the course of the semester (weeks 9-12), students will make short 15-minute group presentations on precise grammatical topics or concepts relevant to the course (such as "What are indefinite articles?") outlining a comparison between the target language (French) and their native language (English or other) (learning outcomes 2, 3, 4) applying the methods of linguistic analysis.

For the study of the sound system, students will need access to computers to practice their pronunciation and recognition of French sounds on suggested online sites. For the study of the morphology, lexis and syntax of French, students will access online databases, electronic dictionaries and corpora of the French language to gather data for linguistic analysis.
The learning is cumulative, as weekly exercises and oral presentations prepare for the formal tests.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment &amp; Tutorial leadership</td>
<td>About 1000 words</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>Weeks 3-6</td>
</tr>
<tr>
<td>Test 1</td>
<td>50 minutes</td>
<td>35%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>April 20, 2015</td>
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<tr>
<td>Test 2</td>
<td>50 minutes</td>
<td>35%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>May 25, 2015</td>
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<tr>
<td>Group oral presentation</td>
<td>15 minutes</td>
<td>10%</td>
<td>2, 3, 4</td>
<td>2, 3, 4</td>
<td>Weeks 9-12</td>
</tr>
</tbody>
</table>

Assignment & Tutorial Leadership

- Lead the oral discussion on a relevant academic article during tutorial
- Prepare summary and critical evaluation of the material
- Prepare questions/answers to direct the discussion in smaller tutorial groups
- 900 word written preparation to hand in to the lecturer in a hard-copy during tutorial and to upload on Turnitin by 4pm on the following Monday
- optional 100 word rejoinder to the preparation to include comments/additions from the tutorial discussion

Reading list


Assessment criteria

- The quality of your contribution to the tutorial discussion & small group discussion.
- Your ability to summarize the main ideas of the article (evidence of effort to understand, interpret and discuss the material).
- Capacity to critically discuss or expand the material from the reading within the framework of the course.
- Effort to engage the audience through meaningful and precise questions / answers.

In-class tests

- Assessment of contents covered
- Open book: Lodge et al. (2003) and dictionary allowed.
- Format: multiple choice question, problem sets, and short essay questions
- Content: Test 1: Weeks 1-5; Test 2: Weeks 6-11
- **Materials**
  a. All contents taught at the lectures during that period
  b. All reading materials (background reading for the lectures and reading preparation for the tutorials)
  c. Any other materials available on Moodle

### Group oral presentation

- Make a short 15 minute presentation during tutorials in groups of three students.
- Adopt a linguistic and comparative viewpoint: comparison to English, and/or other languages;
- When relevant, contrast a prescriptive vs. descriptive, traditional vs. linguistic, layman vs. linguist approach.
- On week 6, choose a topic, either from a list proposed by the lecturer, or develop your own topic, based on your own interest.
- Support your presentation with a PowerPoint presentation
- Hand in a hard-copy of your PowerPoint to the lecturer before the talk, and upload the document on Turnitin after the talk by 4pm on the following Monday
- Fill in a self-evaluation document and upload the document on Turnitin by 4pm on the following Monday

#### Suggested Topics

**Weeks 9 - 10: Groups 1 – 2 – 3 – 4: Language and society, words and sounds:**

- Topic 1: Linguistic Relativity: French vs. English
- Topic 2: Onomatopoeia in French and English
- Topic 3: The vernacular language of the youths in France & UK/Australia
- Topic 4: The ideology of the standard in France & UK/Australia
- Topic 5: Compounds or Derivational processes in French vs. English
- Topic 6: The evolution of French/English vocabulary, influence of the media?
- Topic 7: Analysis of traditional poetry/songs in French & English
- Topic 8: Comparison of the sound system in French and English.
- Topic 9: Creation of new words in French vs. English.
- **Or your choice of topic**

**Weeks 11-12: Groups 5 – 6 – 7 – 8: Morphology, syntax and grammar:**

- Topic 10: The Tenses of the past in French and English
- Topic 11: The interrogative in French and English
- Topic 12: Personal pronouns in French and English
- Topic 13: The system of determiners in French and English
- Topic 14: The expression of negation in French and English
- Topic 15: The passive constructions in French and English
- Topic 16: Gender in French and English
- Topic 17: Adverbs in French and English
- Topic 18: Word order in French and English
- **Or any additional topic of your choice**

**Essential references**

Assessment criteria

• APPROPRIATENESS OF CONTENT: AS MANIFESTED DURING EXPOSE AND IN POWERPOINT:
• QUALITY OF RESEARCH AND METHOD OF ANALYSIS
• QUALITY OF ORAL PRESENTATION
• QUALITY OF PREPARATION AND GROUP COLLABORATION
• COMPLIANCE WITH INSTRUCTIONS

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

Not applicable

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 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

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.
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

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:

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 in EFL*</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>A linguistic approach</td>
<td>Chapters 1, 2 &amp; 3</td>
<td>Chapter 1</td>
<td>Chapters 1, 2 &amp; 3</td>
</tr>
<tr>
<td>3</td>
<td>The words</td>
<td>Chapter 3; Battye</td>
<td>Lodge 1991</td>
<td>Chapter 3, Lodge 1991</td>
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<td></td>
<td>Textbook Details</td>
<td>Additional Readings</td>
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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 https://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://student.unsw.edu.au/special-consideration

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.