School of Humanities and Languages

ARTS2486, The French Speaking World
Semester 1, 2016

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1. Course Staff and Contact Details

Course Convenor, Lecturer, Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Ms Margaret HENNESSY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Morven Brown 277</td>
</tr>
<tr>
<td>Phone</td>
<td>02 9385 2321</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:m.hennessy@unsw.edu.au">m.hennessy@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Friday 2-3pm</td>
</tr>
</tbody>
</table>

2. Course Details

Units of Credit (UoC) 6

Course Description

In this course, students will have the opportunity to discover the centrality of the French language in framing French identity, and to explore the current status of the French language in societies and institutions around the world. This course will provide students with an overview of the history of the French language from its origin to the contemporary period (efforts to codify the language will receive particular attention), and with an overview of the actual diversity of French in France and around the world (in the Americas, in Africa and in Europe), including the Pacific and Indian Ocean regions (official policies to assert the status of French in the world will receive particular attention). A variety of written and audio-visual materials will be used to illustrate the lectures. This course is taught in English.

Course Aims

1. To study basic facts about the history, geography, and use of the French language in France and across the French speaking world.
2. To provide an overview of the history of the French language leading to the constitution of Standard French.
3. To provide an overview of the current cultural and linguistic diversity of the French speaking world, inside and outside France.
4. To foster critical insight into the role of the French language and culture in the Pacific and Indian Ocean region.
5. To study the actions taken to standardize the language and the policies to assert the status of French in the world.
6. To analyse selected written and audio-visual materials that illustrate the phenomena under study (e.g. regional French, Caribbean French, etc.).
7. To train students in basic research skills.

Student Learning Outcomes

1. Describe the main stages of the historical evolution of French.
2. Recognize the various forms of French that are currently spoken in the world.
3. Use a set of concepts specific to the discipline such as Standard French, creole and diglossia.
4. Discuss and reflect on how the evolution and the current status of French language relates to socio-political issues.
5. Compare these phenomena with the situation of your own language.

Graduate Attributes

1. The skills involved in scholarly enquiry in French-based disciplinary studies.
2. The capacity for analytical and critical thinking and for
3. Learning and Teaching Rationale

The course is designed to facilitate the development of a scholarly and critical understanding of the evolution, expansion and current status of French in the world. The content is rich in factual information about the language and it addresses contemporary societal issues of relevance for French students’ professional and disciplinary fields. Inclusive teaching strategies, audio-visual supports and peer collaboration aim at engaging students in learning these contents. A range of assessment tasks are set to support the achievement of key knowledge (class test) and the development of critical thinking and reflection skills (tutorial leadership, research project). Feedback is regularly provided in the tutorials, and complements summative assessment. There are no formal examinations.

4. Teaching Strategies

There are three hours of face to face teaching per week: a two-hour lecture followed by a one-hour tutorial. The language of instruction and of assessment is English.

In the lectures we present, explain, and exemplify the concepts associated with an understanding of the history of the French language and its status in societies and institutions around the world. The lectures are interactive, students are expected to have done the readings and to participate at the tasks designed to support learning (learning outcomes 1, 2, 3, 4, 5). A diversity of materials will be provided in written and audio-visual modes, accompanied by English translations when necessary, to cater for the various proficiency levels in French language of the students enrolled in this course.

In the tutorials we provide a forum for in-depth analysis and discussion. Students will discuss critically the set reading materials, present their research projects and, in general, take responsibility for the class with a view to consolidate and extend learning. Written preparations and participation during tutorials are essential.

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.
- Study, prepare and revise for this course for an average of 3-6 hours per week
- Access the online site of this course and, in general, to keep informed of the course progress.

When working in group, try and accommodate proficiency levels in French evenly across groups (e.g. level 2, 3 and 4 students in each group, whenever possible).
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>Tutorial leadership, &amp; critical commentary</td>
<td>10-15 min. 600 words</td>
<td>20%</td>
<td>All of the above</td>
<td>All of the above</td>
<td>Weeks 5, 6, 7, 8</td>
</tr>
<tr>
<td>Class Test</td>
<td>50 min.</td>
<td>15%</td>
<td>1, 2, 3</td>
<td>All of the above</td>
<td>Week 6</td>
</tr>
<tr>
<td>Oral exposé with PowerPoint presentation &amp; preparatory work</td>
<td>20 min.</td>
<td>15%</td>
<td>1, 2, 3</td>
<td>All of the above</td>
<td>Weeks 9, 10, 11, 12</td>
</tr>
<tr>
<td>Final essay &amp; preparatory work (abstract)</td>
<td>1.800 words (+ 200 words abstract)</td>
<td>50%</td>
<td>All of the above</td>
<td>All of the above</td>
<td>Fri 10 June During examination period (+ abstract in Week 11)</td>
</tr>
</tbody>
</table>

Tutorial leadership and critical commentary: 20%
- Short oral presentation of your critical reading of the material with prepared questions to direct the tutorial discussion to hand in
- Written commentary to hand in (600 words) and to upload on Moodle
- Reading material and week by choice

Class test: 15%
- Multiple choice and short answer questions on contents taught during weeks 1-4

Oral exposé & preparatory work: 15%
- You will organise small groups and choose your topic
- You are expected to work collaboratively outside class time
- Each member of the group takes responsibility for one aspect of the topic
- The oral presentations will be recorded on video for the purpose of fair assessment
- An individual self-evaluation report detailing your contribution to group work and the PowerPoint document of the group to be uploaded on Turnitin

Final essay & preparatory work: 50%
- A written abstract of the essay (250-300 words) and a draft plan of the essay is to be submitted on Turnitin 3 weeks before the final essay submission
- The written research essay (1500-1800 words) is to be submitted on Turnitin
- Appropriate referencing and integration of quotes from academic sources is an assessment requirement

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 does not have a formal examination scheduled during the formal examination period.
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 must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are 5 “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Leadership Presentation</td>
<td>Weeks 5, 6, 7 &amp; 8</td>
</tr>
<tr>
<td>Preparatory Work / Oral Presentation</td>
<td>Weeks 9, 10, 11 &amp; 12</td>
</tr>
<tr>
<td>Powerpoint Oral Presentation</td>
<td>Weeks 9, 10, 11 &amp; 12</td>
</tr>
<tr>
<td>Abstract &amp; Plan of the Essay</td>
<td>Week 11</td>
</tr>
<tr>
<td>Final Essay</td>
<td>10 June 2016</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is **4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback hard copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.
If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

### 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_Rules.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: 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:

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

NOTE:

Week 4 - Friday 25 March Good Friday - No Tutorial

Week 8 - Monday 25 April Anzac day - No Lecture

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3</td>
<td>The making of Standard French</td>
<td>Introduction, history and evolution of French, language policies and agents for the defence of the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 4-9</td>
<td>Diversity inside and outside France</td>
<td>Regional French, minority languages in France, French in America, Africa, the Asia/Pacific and Indian Ocean regions, French creoles</td>
<td></td>
<td>Selected readings from the list below.</td>
</tr>
<tr>
<td>Weeks 10-13</td>
<td>Current issues and challenges</td>
<td>Education, identities in and outside France, innovations, the challenge of English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A detailed program of lectures and tutorials topics for each week, together with assignments, class tasks, preparations, and independent work, is available on Moodle as a separate document. The course program is subject to change in response to the students’ needs. Students are advised to follow the course progression regularly on Moodle.

11. Course Resources

Textbook Details

No textbook.

Additional Readings

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://my.unsw.edu.au/student/atoz/Complaints.html

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.