



Arts & Social
Sciences

School of Humanities and Languages

ARTS2486, The French Speaking World Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor. Lecturer, Tutor			
Name	Dr. Hugues PETERS	Room	Morven Brown 275
Phone	02 9385 1440	Email	h.peters@unsw.edu.au
Consultation Time	Monday and Wednesday 1-2pm		

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

		creative problem-solving in French Studies.
	3.	The ability to engage in independent and reflective learning in French Studies.
	4.	An appreciation of, and respect for, diversity in language and culture.
	5.	The skills involved in collecting, documenting, organising, and systematically analysing information.
	6.	A capacity to contribute to, and work within, the international community.
	7.	The skills required for collaborative and multidisciplinary work.
	8.	The skills of effective communication.

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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial leadership, & critical commentary	10-15 min. 600 words	20%	All of the above	All of the above	Weeks 3, 4, 5, 6, 7
Class Test	50 min.	15%	1, 2, 3	All of the above	Week 5
Oral exposé with PowerPoint presentation & preparatory work	20 min.	15%	1, 2, 3	All of the above	Weeks 8, 9, 10, 11, 12

Final essay & preparatory work (abstract)	1.800 words (+ 200 words abstract)	50%	All of the above	All of the above	During examinations period (+ abstract on week 11)
<p><u>Tutorial leadership and critical commentary: 20%</u></p> <ul style="list-style-type: none"> • 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 <p><u>Class test: 15%</u></p> <ul style="list-style-type: none"> • Multiple choice and short answer questions on contents taught during weeks 1-4 <p><u>Oral exposé & preparatory work: 15%</u></p> <ul style="list-style-type: none"> • 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 <p><u>Final essay & preparatory work: 50%</u></p> <ul style="list-style-type: none"> • 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 <u>Turnitin</u> • 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 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
The making of Standard French	Weeks 1-3	Introduction, history and evolution of French, language policies and agents for the defence of the language		Selected readings from the list below.
Diversity inside and outside France	Weeks 4-9	Regional French, minority languages in France, French in America, Africa, the Asia/Pacific and Indian Ocean regions, French creoles		
Current issues and challenges	Weeks 10-13	Education, identities in and outside France, innovations, the challenge of English		

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.

9. Course Resources

Textbook Details

No textbook.

Additional Readings

- Adamson, Robin, [*The defence of French: a language in crisis?*](#), Clevedon: Multilingual Matters 2007, S 440/100.
- Ager, Dennis, *Sociolinguistics and Contemporary French*, Cambridge University Press 1990. S306.440944/2.
- [Ager, Dennis](#), *Language policy in Britain and France: the processes of policy*, London and New York: Cassell 1996, S 306.44941/1.
- Ball, Rodney. *The French-Speaking World: A practical introduction to sociolinguistic issues*, London and New York: Routledge 1997, S 306.44/72.
- Battye, Adrian and Hintze Marie-Anne, *The French Language Today*, London and New York: Routledge 1992, S440/81.
- Beauchair Michelle (ed.), *The Francophone World. Cultural issues and perspectives*, New York-Washington: Peter Lang 2003.
- Conrick Maeve and Regan Vera, *French in Canada. Language Issues* (Modern French Identities Volume 28), Oxford-Bern: Peter Lang 2007.
- Oaks, Leigh and Warren Jane, *Language, Citizenship and Identity in Québec*, Houndmills and New York: Palgrave MacMillan 2007, S323.609714/1
- Salhi, Kamal (ed.), *French in and out of France. Language Policies, Intercultural Antagonisms and Dialogue*, Modern French Identities Volume 18, Oxford-Bern: Peter Lang 2002.
- Sanders, Carol (ed.), *French today. Language in its social context*, Cambridge 1993, S306.440944/4.
- Walter Henriette, *French inside out. The worldwide development of the French language in the past, present and future* (Le français dans tous les sens), London and New York: Routledge 1994.

Websites**Institutional Websites**

- <http://www.francophonie.org/English.html>
<http://www.dglf.culture.gouv.fr/>
<http://www.diplomatie.gouv.fr/en/global-issues/francophony-french-language/>

Dictionaries and language resources

- <http://www.wordreference.com/fr/>
<http://www.mediadico.com/dictionnaire/>

French newspapers

- <http://www.lemonde.fr/> « Le Monde »
<http://www.liberation.fr/> « Libération »
<http://www.lefigaro.fr/> « Le Figaro »

Francophone radio and television channels

- <http://www.france2.fr/> France 2
<http://www.tv5.org/index.php> TV5Monde. The first international Francophone Television Channel offers entertainment and excellent resources to learn French
<http://www.rfi.fr/> Radio France Internationale. News, reportages, interviews, music, language exercises, podcast, etc. An excellent tool for the practice of listening skills.
<http://www.telequebec.tv/> Television Channel from Québec
<http://www.rtb.be> Belgian Public Radio and Television.
<http://www.tsr.ch/> Swiss Francophone Television Channel

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.