



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS 3481		
COURSE NAME	Advanced French B		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
LECTURER AND COURSE CONVENOR			
Name	Dr Alexis Tabensky	Office	MB 280
Phone	9385 2417	Email	A.Tabensky@unsw.edu.au
Contact Time and Availability	Tuesday 12-1, Thursday 2-3, and by appointment.		
OTHER TEACHING STAFF			
Name	Ms Valérie Combe-Germes	Office	MB 271
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Contact Time and Availability	Monday 11-12, Thursday 1-2, and by appointment.		

4. Course Details	
Credit Points	6
Summary of the Course	Advanced French B is designed for students with a solid knowledge of French equivalent to five semesters of learning the language at university level. It is the continuation of ARTS3480 and it provides an intensive program of French language in all skills, from a communicative and task-based approach. Students will practice their listening and reading skills and learn to communicate ideas in discussions and short essays. All

	<p>instruction is conducted in French, in face-to-face mode and with online supports. Vocabulary and grammatical structures are presented in the context of culturally relevant issues. Topics may include social activism, francophone cinema, the French education system, the press and the media. Cross-cultural matters are also addressed.</p> <p>Completion of Advanced French B means you have reached level B1 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.</p>	
Aims of the Course	1.	To enable students to gain an informed understanding of French and Francophone experiences, cultures, societies and world views, through an intensive study of the French language.
	2.	To further development of linguistic and communicative competencies at the advanced level as well as a critical approach of cultural issues in French speaking societies.
Student Learning Outcomes	1.	Initiate and sustain spontaneous conversations on a reasonably wide range of topics.
	2.	Explain and synthesise the content of spoken and written documents through oral and written communication.
	3.	Present a point of view, a narrative or some factual information through oral and written communication.
	4.	Demonstrate theoretical knowledge of, and use a good range of linguistic structures.
	5.	Discuss some current events and issues in Francophone societies, related to topics such as social activism, cinema, education, press and media.
	6.	Compare critically these behaviours with their counterparts in your own culture.
Graduate Attributes	1.	The capacity for analytical and critical thinking and for creative problem-solving in French Studies.
	2.	The ability to engage in independent and reflective learning in French Studies.
	3.	An appreciation of, and respect for, diversity in language and culture.
	4.	A capacity to contribute to, and work within, the international community.
	5.	The skills required for collaborative and multidisciplinary work.
	6.	The skills of effective communication.

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture/ 7155	Tuesday	11-12	CLB 3
Lecture/ 7155	Wednesday	12-13	CLB 5
Tutorial/ 7156	Thursday	10-12	MB 106
Tutorial/ 7157	Thursday	14-16	MB 103
<p>* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.</p>			

6. Rationale for the Inclusion of Content and Teaching Approach

The course is based on the principle that language and culture are intrinsically linked and form a social system, therefore languages and cultures are learnt more effectively when students have the opportunity *to use the language in context*. This is achieved in class through *collaborative peer interaction* and *inclusive teaching strategies*, all supported by a variety of *authentic* documents, together with *on-line materials and activities*. In addition, the teacher will endeavour to draw on the students' *personal experiences* in a climate of *mutual respect* between all participants, with the aim of making the learning experience more relevant and engaging.

7. Teaching Strategies

There are four hours of face-to-face teaching per week: two lectures (2 hours) and one tutorial (2 hours). Face-to-face teaching is supported and enhanced by the online component of this course (Moodle through TELT UNSW Gateway). The language of instruction, assessment and general communication is French. Music and films may be included in the course program.

The lectures are taught in French in order to further develop students' listening comprehension skills. To this aim, the slides are posted on Moodle after and not before the lectures. These are recorded when teaching is conducted in rooms equipped with recording facilities (e.g. CLB). The Tuesday lecture focuses on grammar topics (e.g. the passive voice). These are explained within the context of the thematic contents covered by the program. The Wednesday lecture focuses on culture topics (e.g. French cinema) and the vocabulary related to the field. Various media are used to increase student listening and reading comprehension skills.

Students are expected to:

- attend the lectures
- study the slides of the previous lecture and revise the contents taught
- prepare in writing for the lectures (preparations may include: weekly grammar exercises, reading materials, vocabulary exercises)
- listen to the lecture, take notes and participate as required by the lecturer
- use French during the lecture

The tutorials give students the opportunity to develop their interactive skills and to use the French language in context through small group work. Teaching is conducted in language/computer laboratories that allow for listening, recording, viewing video materials and using Internet resources. A variety of language tasks in all skills are implemented by means of this technology.

Students are expected to:

- attend the tutorials
- revise the contents taught in the previous lesson
- prepare in writing for the tutorials (preparations may include: listening and video comprehension tasks, researching Francophone websites)
- participate in all class activities and use French during the tutorial

Assessment is continuous. Formative assessment helps students improve learning and includes class exercises and tasks. Summative assessment measures the quality of students' learning and includes tasks of a more comprehensive and in-depth nature. Details are given here below (*8. Assessment*) and in the course program. Preparations

are controlled and students are expected to complete them on time. There are no formal examinations

Feedback: exercises and tasks are commented in class, corrections and explanations for grammar tests are provided in class, individual mark sheets with written comments are handed in for other tests and assignments.

Students are also expected to:

- Keep a folder with the course materials as a resource for revision and study
- Spend on average 8 hours per week studying the language outside class
- Access the course on Moodle to study, revise and keep informed
- Bring their textbooks to all classes

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Preparations and class work	N/A	10%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Throughout the semester
2 grammar and vocabulary tests	1 hour each	30% (15% each)	4	1, 2, 6	Week 6 (Tuesday 3 September) & Week 12 (Tuesday 22 October)
Listening comprehension assignment	3-5 minute video excerpt (authentic document)	20%	2, 3, 4, 5	1, 2, 3, 4, 6	Week 5 (Thursday 29 August)
Speaking test	30 minutes discussion in small groups	25%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 9 (Thursday 26 September)
Reading/writing Test	1 hour 30 min (one-page authentic written text)	15%	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 13 (Thursday 31 October)
<p>Submission of Assessment Tasks and Late Assignments (see also under “13 Other Information”).</p> <ul style="list-style-type: none"> • 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. • All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School. • Students are expected to give priority to their studies during the entire semester. Travel commitments are not a valid reason for alternate assessment. • Grades 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, 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>

See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

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 a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Topic	Date	Lecture Content	Tutorial/Lab Content	Readings Required
Social and political activism	Weeks 1 to 3	Subjunctive, gerund, personal pronouns. Social and political issues, public causes.		Selected materials from the textbook, the grammar exercise book, and additional sources
Francophone cinema	Weeks 4 to 6	Adjectives, relative pronouns, past participle. Some current trends in Francophone film.		
The French education system	Weeks 7 to 9	Reported speech, interrogative clauses, collective nouns. Schooling and employment.		
The press and the media	Weeks 10 to 12	Noun phrases, suffixes, passive clauses, 'en' pronoun. Newspapers, television, journalists.		

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

11. Expected Resources for Students
Textbook Details
<p>DENYER M., OLLIVIER C., PERRICHON E., <i>Version originale 3</i>, Livre de l'élève, Editions Maison des Langues.</p> <p>CAQUINEAU-GUNDUZ M.P. et al. <i>Les exercices de grammaire, corrigés intégrés</i>. Niveau B1, Hachette FLE.</p> <p>These two textbooks will be used each week and students are expected to bring them to classes.</p>
Additional Readings
<p>DELATOUR Y. et al, <i>Nouvelle Grammaire du français</i>, Hachette FLE.</p> <p>This grammar book is used in the course as the main reference for the lectures. It can be helpful when you write your assignments and prepare for the tests.</p> <p>VERCOLLIER A. et al, <i>Difficultés expliquées du français... for English Speakers</i>, CLE International.</p> <p>This grammar book is also a reference for the lectures. It compares some aspects of English and French grammars and is very useful for students who lack confidence in dealing with English grammar.</p> <p>You also need a good bilingual dictionary for this course; pocket size dictionaries will not be sufficient for the type of work you will be doing. If you are considering majoring in French you are advised to try and purchase the biggest size dictionary you can afford. The following are suggested:</p> <p><i>Collins-Robert French-English/English-French Dictionary</i>, Collins.</p> <p><i>Oxford-Hachette French Dictionary</i>, Oxford.</p>
Websites
<p>Main Moodle login page</p> <p>http://moodle.telt.unsw.edu.au/</p> <p>The links to the following websites and other Internet resources are available from the course on Moodle:</p> <p>Dictionaries and language resources</p> <p>http://www.wordreference.com/fr/</p> <p>http://www.mediadico.com/dictionnaire/</p> <p>French newspapers</p> <p>http://www.lemonde.fr/ « Le Monde »</p> <p>http://www.liberation.fr/ « Libération »</p> <p>Francophone radio and television channels</p> <p>http://www.france2.fr/ France 2</p> <p>http://www.tv5.org/index.php TV5Monde. The first international Francophone Television Channel offers entertainment and excellent resources to learn French</p> <p>http://www.rfi.fr/ Radio France Internationale. News, reportages, interviews, music, language exercises, podcast, etc. An excellent tool for the practice of listening skills.</p>
Equipment and softwares
<p>You will need up-to-date software in your personal computer (Windows Media Player and Quick Time on PC, Quick Time on Mac) to access the materials available online in this course. Access will also be possible from labs LG47 and LG49, located in the</p>

Lower Ground Floor of Morven Brown Building.

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. Other Information

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. It can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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.

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/>

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. 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 indeed 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.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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 to 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.