



School of Humanities and Languages

ARTS 3481, Advanced French B Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor & lecturer			
Name	Valérie Combe-Germes	Room	Morven Brown 271
Phone	(02) 9385 – 2315	Email	v.combegermes@unsw.edu.au
Consultation Time	Mondays & Thursdays, 1 to 2 pm or by appointment.		

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>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 ARTS 3480 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 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>		
Course Aims	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.

3. Learning and Teaching Rationale

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.

4. 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. The focus is on vocabulary and grammar but cultural topics are also included.

Even though both lectures are taught on the same day, their teaching strategies will be completely different:

- The first lecture focuses on culture topics (e.g. French cinema) and the vocabulary related to the field. **Each lecture will require students to complete some preparation tasks before coming to class**, thus enabling them to fully comprehend the subsequent lecture's contents and helping them assimilate the required vocabulary. The Vocabulary / culture slides are posted on Moodle **after and not before** the lectures in order to promote the development of **unprepared listening skills**. These are recorded and available through Echo in Moodle.
- The second lecture focuses on grammar topics (e.g. the passive voice). These are explained within the context of the thematic contents covered by the program. To further the student's learning experience, **all lectures will be pre-recorded on-line** and accessible at least 2 days in advance; they will be articulated around the philosophy of **the flipped classroom**: *The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.* (Vanderbilt University, Center for Teaching).

Various media are used to increase student listening and reading comprehension skills.

Students are expected to:

- attend the vocabulary / culture lectures and
 - * study the slides of the previous lecture and revise the contents taught
 - * **prepare in writing** for the lectures (preparations may include: reading materials, vocabulary exercises, video documents, etc.)
 - * listen to the lecture, take notes and participate as required by the lecturer
- **watch the grammar lectures on-line and do the related activities before coming to class** on Tuesdays and
 - * attend the in-class lectures that will be used for written practice and exercises;
 - * revise the contents taught in the previous lectures;
 - * participate and use French during the in-class 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
- * 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 (*5. Course Assessment*) and in the course program. Preparations are controlled and students are expected to complete them on time.

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

There is also a programme of complementary weekly tasks to be done outside classes as **autonomous homework**. You are strongly advised to complete it in order to increase your regular contact with the language and further develop your skills and also because part of **it will be used as a basis for the creation of the course assessment**.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
2 Grammar & Vocabulary Tests	1 hour each	15% each = 30%	4	1, 2, 6	Week 7, Tuesday + Week 13, Thursday

Listening comprehension assignment	5 to 10 minute video excerpt (authentic document)	25%	2, 3, 4, 5	1, 2, 3, 4, 6	Week 9, Thursday
Preparatory Research	300 words	5%	2, 3, 4, 6	1, 2, 4, 5, 6	Week 11, Thursday
Speaking Test	30 minute discussion in small groups	20%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 11, Thursday
Reading & Writing Test	1 hour 30 min: one-page authentic written text + 350 word essay	20%	2, 4, 5, 6	1, 2, 3, 4, 5, 6	Week 12, Thursday

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

There are no formal examinations in this course.

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/>

Dates	Topic	Lecture Content	Tutorial/Lab Content	Readings
Weeks 1 – 3	Unit 5	Social & political activism		Selected materials from the textbook, the grammar exercise book, and additional sources.
Weeks 4 – 6	Unit 6	Francophone cinema		
Weeks 7 – 9	Unit 7	The French education system		
Weeks 10 – 13	Unit 8	The press & the media		

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.

9. Course Resources

Textbook Details

DENYER M., OLLIVIER C., PERRICHON E., *Version originale 3*, Livre de l'élève, Editions Maison des Langues.

CAQUINEAU-GUNDUZ M.P. et al. *Les exercices de grammaire, corrigés intégrés*. Niveau B1, Hachette FLE.

These two textbooks will be used each week and **students are expected to bring them to classes.**

Additional Readings

DELATOUR Y. et al, *Nouvelle Grammaire du français*, Hachette FLE.

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.

VERCOLLIER A. et al, *Difficultés expliquées du français... for English Speakers*, CLE International.

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.

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:

Collins-Robert French-English/English-French Dictionary, Collins.
Oxford-Hachette French Dictionary, Oxford.

Websites**Main Moodle login page**

<http://moodle.telt.unsw.edu.au/>

The links to the following websites and other Internet resources are available from the course on Moodle:

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 »

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.

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.