



SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS 3486		
COURSE NAME	APPROACHES TO SPOKEN FRENCH		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
Name	Dr Alexis Tabensky	Office	MB 280
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Contact Time and Availability	Tuesday 12-1, Thursday 2-3, and by appointment.		

4. Course Details	
Credit Points	6
Summary of the Course	In this course students will learn current theories for the description of spoken French and the multimodality of face-to-face interaction. Through the analysis of video documents and films, students will learn how French speakers use not only words and a set of grammar rules to communicate but also their bodies to produce sounds, facial expressions and hand gestures. Students will apply the theory in various class exercises for the improvement of pronunciation and oral fluency, and the development of conversation and presentation skills. In addition they will extend their reading, writing and overall thinking skills through the study of relevant texts in linguistics and associated disciplines. Topics include, but are not limited to, French sounds and intonation, varieties and registers,

		conversational gestures, regional French, the language of the youth, the language of French political leaders.
Aims of the Course	1.	To provide students with a theoretical knowledge of spoken French and the multimodality of language.
	2.	To develop students' capacity for adequate use of registers and varieties of spoken French in a given context.
	3.	To train students in the use of tools and techniques for the analysis of spoken French.
	4.	To further all language skills, particularly oral skills, and improve fluency in French.
	5.	To initiate students in basic research skills and independent learning.
Student Learning Outcomes	1.	Describe the main linguistic features of contemporary spoken French (e.g. how sounds are produced, how utterances and oral paragraphs are built, how long is a pause).
	2.	Demonstrate applied knowledge of these features through adequate use in speaking and through the analysis of selected documents.
	3.	Communicate with an improved pronunciation, intonation, fluency and overall ease, when speaking French.
	4.	Discuss in speaking and in writing and after personal research a specific topic related to the course aims.
	5.	Demonstrate an informed appreciation of the social and cultural diversity of spoken French.
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.	The skills of effective communication.

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture/5336	Wednesday	14-16	Morven Brown 106
Tutorial/5337	Thursday	12-13	Morven Brown 106
* <i>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.</i>			

6. Rationale for the Inclusion of Content and Teaching Approach
This course introduces students to current theories for the description of spoken French and to the study of multimodality in face-to-face interaction. The overarching idea along the course is that when people talk they use not only words and a set of grammar rules but they also use their bodies to produce sounds, facial expressions and hand gestures, all of which participate in the creation of meaning. The course aims at demonstrating how this occurs in spoken French and takes into account some of the varieties of French that speakers really use (e.g. colloquial French, regional French,

language of the youth, French outside France). Students will apply the theory to various class exercises aiming at the improvement of pronunciation and oral fluency, and at the development of conversation and presentation skills. They will also apply their knowledge to the analysis of selected documents representative of the phenomena under study. Reading and writing skills will also be extended through the study of relevant texts in linguistics and associated disciplines. This course will provide students with the tools and methods to gain a better understanding and use of the French language in various social contexts. As such, it is a good companion of the linguistics elective and contextual courses of the French program (ARTS 3488 French Discourse Studies, ARTS 2485 Exploring French Linguistics, ARTS 2486 The French-Speaking World).

7. Teaching Strategies

There are three hours of face-to-face teaching per week: one lecture (2 hours) and one seminar/tutorial (1 hour). 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.

The lectures will be devoted to the presentation of concepts, methods and current theories for the study of contemporary spoken French, for example, the description of French vowels and consonants and the role of intonation. Whenever possible, the lecturer will endeavour to link these new contents to the students' previous knowledge of the French language.

In the seminar/tutorials the new concepts and topics will be demonstrated with use of multimedia supports, and students will perform various reflective tasks and practical exercises. These include pronunciation, intonation, listening and transcription exercises, role play and other interactive tasks. Some audio and video recording will be used for practice, study, self-review and course assessment purposes. Individual training will be provided before the video recordings start.

Assessment is continuous. Formative assessment helps students improve learning by means of class and home exercises. 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*). Preparations are controlled in class and must be completed on time. There are no formal examinations.

Feedback: the exercises and the test are corrected and commented in class; individual mark sheets with written comments are handed in for assignments.

Students are expected to attend the classes (lectures and tutorials) and to spend on average 6-8 hours per week revising, studying, doing the preparations and completing the assignments. Class participation and preparations are essential to progress in this course.

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Preparations and class work	N/A	10%	1, 2, 3, 5	1, 2, 3	Throughout the semester
Class Test	90 minutes	20%	1, 2	1, 2, 3	Week 6 (Wed 4 Sept)
Preparatory Research Task	Two-page plan of the oral presentation	10%	4, 5	1, 2, 3, 5	Week 7, 8, 9 (Thur 12, 19, 26 Sept)
Oral Presentation	Ten-minute Power Point presentation, video recorded	30%	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	Week 9, 10, 11 (Thur 26 Sept, 10, 17 Oct)
Final Assignment	Multimodal analysis of a 2-3 minutes video excerpt	30%	1, 2, 4, 5	1, 2, 3, 4, 5, 6	Friday 8 November
<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.qs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

10. Course Schedule

Topic	Date	Lecture Content	Tutorial/Lab Content	Readings Required
Approaches and methods	Weeks 1-2	The main issues, concepts and theoretical basis of the course. Reflective tasks.		Blanche-Benveniste 1997
Sounds and intonation	Weeks 3-5	French vowels and consonants, the components of prosody, intonation and facial mimicry. Practical exercises.		Derivery 1997, Bouvet et Morel 2002
Pragmatic gestures	Weeks 6-8	Some frequently used French gestures and body movements, their relationship with speech. Practical exercises.		Calbris et Montredon 2011
Gesture and speech in political leaders and debates.	Weeks 9-10	What gestures can reveal about the mind: the case of one French political leader. Reflective tasks.		Calbris 2007
Varieties and registers	Weeks 11-13	Young, regional and non-metropolitan uses of spoken French. Reflective tasks, practical exercises		Gadet 2003

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

There is no prescribed textbook for this course. Materials will be provided by the lecturer and made available through Moodle.

The following are recommended:

Bouvet, Danielle; Morel, Mary-Annick. *Le ballet et la musique de la parole*. Ophrys 2002.

Calbris, Geneviève ; Montredon, Jacques. *Clés pour l'oral. Gestes et paroles dans la conversation*. Hachette FLE 2011.

Additional Readings

The following will be used as references in this course and, with some exceptions, are available from the UNSW library:

- Bally, Charles. *Le langage et la vie*. Droz 1952.
- Blanche-Benveniste, Claire. *Approches de la langue parlée en français*. Ophrys 1997.
- Calbris, Geneviève; Montredon, Jacques. *Des gestes et des mots pour le dire*. Clé International 1986.
- Calbris, Geneviève; Porcher, Louis. *Geste et communication*. Hatier/Crédif 1989.
- Calbris, Geneviève. *L'expression gestuelle de la pensée d'un homme politique*. CNRS Editions 2003.
- Calbris, Geneviève. *Elements of Meaning in Gesture*. Johns Benjamins 2011.
- Dansereau, Diane. *Savoir dire. Cours de phonétique et de prononciation*. Houghton Mifflin Company 2006.
- Derivery, Nicole. *La phonétique du français*. Seuil 1997.
- Detey, Sylvain ; Durand Jacques ; Laks, Bernard ; Lyche, Chantal. *Les variétés du français parlé dans l'espace francophone. Ressources pour l'enseignement*. Ophrys 2010.
- Feyereisen P. et De Lannoy J.-D. *Psychologie du geste*. Mardaga 1985.
- Gadet, Françoise. *La variation sociale en français*. Ophrys 2003.
- Guaïtella, Isabelle. *Le langage sans frontières. Nouvelles approches pour l'étude de la communication*. L'Harmattan 2013.
- Léon, Monique. *La prononciation du français*. Nathan 1997.
- Martins C., Mabilat J.-J. *Sons et intonation. Exercices de prononciation*, Hachette FLE 2004.
- Morel, Mary-Annick; Danon-Boileau, Laurent. *Grammaire de l'intonation. L'exemple du français*. Ophrys 1998.
- Mougeon, Françoise. *Quel français parler? : initiation au français parlé au Canada et en France*. Editions du GREF 1996.
- Rouayrenc, Catherine, *Le français oral : 1. Les composantes de la chaîne parlée, 2. L'organisation et la réalisation de l'énoncé oral*. Belin 2010.

Websites

- <http://moodle.telt.unsw.edu.au/> (main Moodle login page)
- <https://applications.arts.ubc.ca/clasdemo.php> (CLAS tool for self-review)
- <http://dx.doi.org/10.1075/g5.5.video> (Geneviève Calbris' videos)

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 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 <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.