



Arts & Social
Sciences

School of Humanities and Languages

ARTS3488, French Discourse Studies Semester 1, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details

Course Convenor			
Name	Hugues PETERS	Room	275
Phone	02 93851440	Email	h.peters@unsw.edu.au
Consultation Time	MONDAY AND WEDNESDAY 1-2pm		

2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>This course is an advanced level proficiency course that continues the integrated approach to the development of skills started at previous levels. It is designed to review and extend the language skills acquired by students in previous study with the aim of increasing fluency and accuracy in all 4 language skills, with a special emphasis on the development of reading and writing skills.</p> <p>Theoretical and practical study of French discourse in various vocational fields. Topics may include media, political, academic, literary, and scientific types of discourse. Students will practise their written and reading skills and gain a better understanding of sophisticated uses of French in contemporary Francophone societies.</p> <p>The course is taught in French</p>		
Course Aims	1.	Provide the students with concepts and techniques from the field of French discourse analysis to analyze the features of distinct genres of authentic texts in French;	
	2.	Help the students (re)produce on their own different genres of texts in French in a culturally appropriate way;	
	3.	Further develop in students such skills as may be necessary to function in French in their chosen careers;	
	4.	Promote an understanding of contemporary themes in the French speaking world.	
Student Learning Outcomes	1.	Describe the characteristic features of different genres of authentic texts in French by applying concepts and techniques of discourse analysis	
	2.	Demonstrate applied knowledge of these features by producing different genres of texts in French in a culturally appropriate way	
	3.	Summarize and synthesize information from different sources to mount a coherent argument in French	
	4.	Discuss in speaking and in writing and after personal research a specific topic related to the course aims	
	5.	Understand basic concepts and methodology of discourse analysis	
Graduate Attributes	1.	French: the skills involved in scholarly enquiry in French-based disciplinary studies	
	2.	French: an in-depth engagement with disciplinary knowledge via the French language	
	3.	French: the capacity for analytical and critical thinking and for creative problem-solving in French Studies	
	4.	French: an appreciation of, and respect for, diversity in language and culture	

	5.	French: a respect for ethical practice and social responsibility
	6.	French: the skills of effective communication.
	7.	French: the skills required for collaborative and multidisciplinary work

3. Learning and Teaching Rationale

- The course is based on the principle that 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 audio-visual and written documents. The language of classroom interaction is French
- The theories of discourse analysis in the French tradition introduced in this course are not simply presented for the sake of their inherent intellectual interest, but chosen for their capacity to illuminate specific aspects of text understanding and text production in order to improve students' language skills and understanding of French speaking societies

4. Teaching Strategies

- The course is organized into Lectures and Tutorials. Students will be presented with a description of the patterns of contemporary French discourse through class input and selected readings, and will apply the concepts and techniques during tutorials. The theories of discourse analysis in the French tradition introduced in this course are not simply presented for the sake of their scholarly interest, but chosen for their capacity to improve text understanding and text production. There is ample use of authentic documents, including use of audio-visual supports for the practice of listening skills, and of various electronic means of communication for the practice of reading and writing skills.
- Class activities include: individual or group oral presentations, debates on current affairs, discussion of academic articles or current affairs, group role playing, analysis or pastiche of selected authentic documents, summarizing of audio and written documents.
- The students must participate actively in class discussions and tutorials. They are expected to have read the assigned materials beforehand for the lecture and to have prepared the assigned learning activities for the tutorial sessions.
- Students will be asked to make short presentations, and/or organise class discussions based on reading or assigned tasks.
- Since continuous assessment plays such an important role in this course, students are expected to **attend all classes** and to arrive on time. Latecomers will not be marked present.
- Learning a language is progressive, and it requires regular active practice and constant revisions. Class activities and course assessment are both designed with this in mind. Course assessment is continuous and is based on a mix of short assignments, group presentation, and final written essay, all of which aim to assess listening, speaking, reading, and writing. There is no formal final examination in this course.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Two short text analysis	500 words each	30%	1,2,5	1,2,3,4,6	Weeks 6 & 12
In-class discussion	10 minutes, 150 words	10%	4	3,6	Weeks 2 to 13
Oral exposé & preparatory work	20 minutes	20%	1,2,3,4,5	1,2,3,4,5,6,7	Weeks 8 & 9
Final essay	2000 words	40%	1,2,3,4,5	1,2,3,4,5,6	Examination period

- For text analysis, the students will analyse texts (such as the topical organization in informative texts, the structure of arguments in argumentative texts, the link between text and visuals in advertisement) using methods introduced during the lectures in preparation of class discussion.
- For the in-class discussion, there will be weekly short discussions in class on assigned topics (such as concepts of discourse analysis, famous speeches, weekly summary of current events, or critical discussion of an article). Each student will facilitate the discussion once during the semester and will hand in their main points in bullet form (150 words).
- For the exposé, the students will collaboratively analyse and discuss a topic from the contemporary French press, and make a 20-minute presentation in groups of three or four. Each group will present the result of their enquiry to the whole class in the form of an argumentative exposé, using PowerPoint. The group presentation will then lead to an in-class discussion. Each student will make an independent research for relevant articles on the topic of current interest in contemporary press, and will have the opportunity to describe his/her contribution to the group work. Each group must submit a short abstract of their topic (350 words) one week before the presentation and submit their PowerPoint immediately after their presentation. The presentation will be video-recorded for evaluation. Each student will receive an individual grade.
- The final essay is written in French. The essay will involve close analysis of primary authentic French data (a text or a corpus of texts). The topic and data have to be approved by the lecturer. The progress on this final piece of work will be checked throughout the semester, and there will be several deadlines during the semester, counting towards the final grade and leading towards the completion of the finished product (such as submission of an abstract, a detailed plan, and a draft introduction of the essay) to help the students write this extensive piece of work (2000 words). The essay should demonstrate one's ability to think through a topic and express one's thoughts in a clear, grammatically accurate, and coherent way with a logically structured development. It should contain bibliographical references and integrate quotes from various sources.
- All written assignments must be submitted online using Turnitin. A hardcopy must also be submitted.

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.

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
Weeks 1-13	A table of class topics, readings, and preparations for each week and deadlines for assignments will be made available on the course website			

9. Course Resources

Regular readings, class preparations, scholarly articles, book chapters, and references of background readings will be provided on the course website or via the library databases. Students will also be asked to actively look for and bring material of special interest to them.

Additional Readings

You will also need to acquire a good dictionary: we recommend that you buy both a French dictionary and a bilingual (French-English/English-French) dictionary. You should buy the biggest dictionary you can afford: a pocket-size or concise dictionary will quickly prove inadequate.

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

Websites

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.rtf.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.