



Australia's  
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University



# ARTS2480

Intermediate French A

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Valérie Combe-Germes	v.combegermes@unsw.edu.au	Monday 3 - 4, Wednesday 11 - 12 or by appointment.	Morven Brown building, room 271	(02) 9385 - 2315

#### Tutors

Name	Email	Availability	Location	Phone
Alexandra Berlioz	a.berlioz@unsw.edu.au	By appointment	Morven Brown building, room 277	(02) 9385 - 2321

### School Contact Information

School of Humanities and Languages

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: French Studies

This course is designed for students with basic knowledge of French equivalent to two semesters of studying the language at university level. With a communicative and task-based approach to foreign language learning, you will learn to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. You will develop your listening and speaking skills as well as your reading and writing skills through varied activities and tasks done in class and/or prepared at home. Vocabulary and grammatical structures are presented in the context of culturally relevant issues from France or the Francophone world. The medium of instruction is French.

### Course Learning Outcomes

1. Understand and use with confidence frequently used expressions in French which are related to areas of most immediate relevance
2. Communicate effectively in French in everyday tasks requiring a simple and direct exchange of information
3. Describe in French aspects of personal background, immediate environment and matters in areas of immediate need
4. Demonstrate a basic understanding of some linguistic and cultural diversity including the varied nature of the Francophone world

### Teaching Strategies

The approach to the French language is communicative and task-based, which means the course focuses on the language, communicative strategies, and cultural factors in daily person-to-person interaction, in order to accomplish meaningful tasks. This is achieved through collaborative peer interaction and inclusive teaching strategies aiming at the improvement of oral and written fluency and accuracy, all supported by a variety of authentic documents and various media to increase student listening and reading comprehension skills. The language of instruction, assessment and general communication is French. Face-to-face teaching is supported and enhanced by on-line materials and activities via the online platform (Moodle through TELT UNSW Gateway).

- In lectures, students mainly learn about culture topics from the French speaking world (such as lifestyle & sports, or social activism) and the vocabulary related to the field, as well as about grammar topics (such as tenses or pronouns) in order to develop accuracy in the language. To further the student's learning experience, all grammar lectures will be prerecorded on-line, following 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, Centre for Teaching).
- In tutorials, students have 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, writing, recording, viewing video materials and using Internet

resources. A variety of language tasks in all skills are implemented by means of this technology.

In addition to the class activities, students are expected to do weekly grammar exercises and listening or writing exercises, as well as regular private study and revision at home or in the multimedia area. (Weekly practice and revision with the audio and video material accompanying the course textbook + the online content of the course). A minimum of 4 hours per week of independent work is expected. Regular active practice and revision are essential for effective progression.

## Assessment

Travel arrangements made prior/after the publication of this course overview are not a valid reason for alternate assessment.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Weekly online exercises	20%	Weeks 2, 3, 4 and 6	1,4
Test 1	40%	Listening comprehension: 17/10/2019 and Speaking: 07/11/2019	1,2,3,4
Test 2	40%	Reading comprehension: 18/11/2019 and Writing: 25/11/2019	1,3,4

### Assessment Details

#### Assessment 1: Weekly online exercises

**Start date:** Not Applicable

**Length:** Up to 1 hour

**Details:** Students will complete weekly preparations on audio-video documents, written texts, and/or vocabulary / grammar quizzes on Moodle (1 hour per week). Feedback will be provided via self-corrected exercises on Moodle. General feedback provided in class.

#### Additional details:

The online quizzes are available on Moodle. Each quiz will be available for the whole of the corresponding week and can be attempted only once.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Test 1

**Start date:** Not Applicable

**Length:** Up to 45 minutes each part

**Details:** This assessment will take place during the tutorials in two parts. In one specified week, students answer comprehension questions on an audio(/video) document related to the content of the course, the test lasting ca. 45 min; in another week, students prepare a topic of discussion related to the content of the course, and discuss it orally with other students, the test lasting ca. 45 min. including preparation time. The discussion is recorded for accuracy of assessment. Feedback on listening comprehension via correction of the test in class, and numerical grade. Feedback on oral expression via numerical grade,

rubrics and written comments.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Test 2**

**Start date:** Not Applicable

**Length:** Ca. 90 min.

**Details:** During the lectures, students answer comprehension questions on a written text and write a composition (200-250 words) on a topic related to the content of the course, the whole test lasting ca. 90 min. Individual feedback via numerical grade, rubric and written comments on composition. Feedback on reading comprehension via correction in class and numerical grade.

**Additional details:**

Test 2 part 1 (Reading comprehension) is worth 20%.

Test 2 part 2 (Writing) is worth 20%.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

**Attendance of Lectures and Tutorials is mandatory in this course.** Unexcused absence from more than **20% of Lectures and Tutorials** will result in the award a fail grade. In both Lectures and Tutorials you will actively engage with core course content, enabling you to attain **CLOs 1 and 2**.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Topic	Introduction to course and revisions. Totem 2, unit 1, lesson 1
	Tutorial	NO TUTORIAL THIS WEEK
Week 2: 23 September - 27 September	Topic	Totem 2, unit 1, lessons 1 & 2
	Assessment	QUIZ 1 (ONLINE) - 5%
Week 3: 30 September - 4 October	Topic	Totem 2, unit 1, lesson 3
	Assessment	QUIZ 2 (ONLINE) - 5%
Week 4: 7 October - 11 October	Topic	Totem 2, unit 2, lesson 5
	Lecture	PUBLIC HOLIDAY: NO LECTURE
	Assessment	QUIZ 3 (ONLINE) - 5%
Week 5: 14 October - 18 October	Topic	Totem 2, unit 2, lesson 6
	Assessment	LISTENING COMPREHENSION TEST (IN TUTORIAL) - 20%
Week 6: 21 October - 25 October	Topic	Totem 2, unit 2, lesson 7
	Assessment	QUIZ 4 (ONLINE) - 5%  FEEDBACK LISTENING COMPREHENSION TEST
Week 7: 28 October - 1 November	Topic	Totem 2, unit 3, lesson 9
Week 8: 4 November - 8 November	Topic	Totem 2, unit 3, lesson 10
	Assessment	SPEAKING TEST (IN TUTORIAL) - 20%
Week 9: 11 November - 15 November	Topic	Totem 2, unit 3, lesson 11
Week 10: 18 November - 22 November	Topic	Totem 2, unit 3, conclusion
	Assessment	READING COMPREHENSION TEST DURING THE LECTURE - 20%  FEEDBACK SPEAKING TEST
Week 11: 25 November - 29 November	Assessment	Catch-up of Week 4 public holiday.
		WRITING TEST (DURING THE LECTURE) - 20%

## Resources

### Prescribed Resources

M.J. Lopes, J.T. Le Bougnec. (2014). Totem 2 - méthode de français A2. Hachette FLE.

M. Antier, C. Brillant, S. Erlich, M.J. Lopes, J.T. Le Bougnec. (2014). Totem 2 - cahier d'activités. Hachette FLE

### Recommended Resources

You should think about acquiring a **good dictionary**. If you intend to do a major in French, we recommend that you buy a large bilingual (French-English/English-French) dictionary. You should buy the biggest dictionary you can afford: a pocketsize or concise dictionary will quickly prove inadequate. Many students also like to have a **grammar reference book**.

The following recommended books are available from the Bookshop:

- Essential French Dictionary & Grammar. 2<sup>nd</sup> Ed. Harper/Collins.
- Oxford-Hachette French Dictionary. Oxford.
- M. Coffman. French Grammar. McGraw-Hill.
- R. Hawkins & R. Towell. French Grammar and Usage. McGraw-Hill.

For students who would like to have additional French grammar practice, we recommend:

- GREGOIRE & O. THIEVENAZ. (2003). *Grammaire progressive du français. Niveau intermédiaire*. Paris, CLE. (Students should also buy the accompanying booklet 'Corrigés').

For students who lack confidence in dealing with English grammar, the following book is also recommended (available at the Bookshop and in the Library):

- J. Morton. English grammar for students of French. Olivia & Hill.

### Course Evaluation and Development

Your feedback is important to us and you will be able to tell us what you think and how the course can be improved by participating to the MyExperience student evaluations at the end of the term. The previous cohort in Term 1 found the course interesting and challenging but too dense and fast-paced. That is why we reduced the number of units of study to 3 instead of 4, so as to make your learning more efficient and enjoyable.



## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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## **CRICOS**

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