



UNSW
SYDNEY

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ARTS3483

Professional French B

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 271	(02) 9385 - 2315

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

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Course Details

Credit Points 6

Summary of the Course

The French-speaking world represents one of the biggest linguistic zones in the world with an estimated 274 million French-speakers on all 5 continents. In pursuing your study of the language, you are joining a rich, vibrant and diverse community of close to 49 million learners worldwide. This course will be perfect for you if you already have a quite proficient knowledge of French (equivalent to seven semesters of studying at university level) and are looking for an in-depth extension of all skills: you will improve your listening skills by training with radio excerpts, you will read some contemporary literature as well as learn to synthesise texts from various media and discuss current events and cross-cultural issues relevant to the French-speaking communities. You will finally get to reflect on your learning experience and learn to devise strategies to keep developing your language skills and improve your self-learning.

Course Learning Outcomes

1. Understand detailed arguments in complex French texts (written or spoken) and recognise implicit meaning, including literary form.
2. Produce a clear, well-structured, detailed written or spoken text on a wide range of subjects, showing controlled use of organisational pattern and cohesive devices.
3. Use the French language with a high degree of accuracy demonstrating a good command of idiomatic expressions and the formal register suitable in an academic or professional context.
4. Choose suitable learning strategies to continually enhance and expand acquired skills.

Teaching Strategies

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 your personal experiences in a climate of mutual respect between all participants, with the aim of making the learning experience more relevant, and engaging.

Assessment

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

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Learning Portfolio	20%	Every following Monday before 12 (Noon).	1,2,3,4
Oral presentation	25%	Week 7, Wednesday 23/10/2019 and Friday 25/10/2019	2,3
Listening Test	20%	08/11/2019 12:00 PM	1
Final examination	35%	During the Formal Examination period (29/11 to 14/12/2019)	2,3

Assessment Details

Assessment 1: Learning Portfolio

Start date: Not Applicable

Length: weekly submissions between Weeks 1 and 9

Details: Ongoing throughout the term. Students will constitute a body of work directly linked with class activities (forum, reading comprehension tasks, etc.) and learn to reflect on their progress so as to better determine areas that require improvement or extension. Feedback will be given in rubrics + personal comments.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Oral presentation

Start date: Not Applicable

Length: 10 to 20 minutes

Details: 10 to 20 minutes. Group work. Students will give a short formal presentation on a given topic. They will be filmed for assessment purposes. 5% of total mark will receive peer evaluation. Students will be awarded an individual mark. Feedback will be given in rubrics + personal comments. Students can consult the lecturer for further feedback.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Listening Test

Start date: Not Applicable

Length: 50 minutes

Details: 1 hour – Students will listen and respond to an excerpt from a radio program (5 to 8 minutes). Feedback via in-class discussion (full correction given). Students can consult the lecturer or tutor for further feedback.

Turnitin setting: This is not a Turnitin assignment

Assessment 4: Final examination

Start date: Not Applicable

Length: 2 hours

Details: 2 hours. This is the final assessment for attendance purposes. Students will write an essay on a prepared and researched topic. Students will receive a mark and feedback will be given upon consultation with the lecturer (rubrics with individual comments).

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, 2 and 3**.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Topic	Introduction to the topic: identity. Subject & verb agreement + Adjectives vs. adverbs.
Week 2: 23 September - 27 September	Assessment	Submit Portfolio 1 in Moodle before Monday 12 pm.
	Topic	National and cultural identity. Indefinite & demonstrative pronouns
Week 3: 30 September - 4 October	Assessment	Submit Portfolio 2 in Moodle before Monday 12 pm.
	Topic	The notion of cultural gap. What is dominant culture? Y / EN and double object pronouns.
Week 4: 7 October - 11 October	Assessment	Submit Portfolio 3 in Moodle before Monday 12 pm.
	Topic	Racism The 3 past tenses (PASSE COMPOSE, IMPARFAIT & PLUS-QUE-PARFAIT)
Week 5: 14 October - 18 October	Assessment	Submit Portfolio 4 in Moodle before Monday 12 pm. Feedback Portfolio weeks 1 to 3.
	Topic	Prejudice and discrimination. A new past tense: PASSE SIMPLE Speaking Practice.
Week 6: 21 October - 25 October	Assessment	Submit Portfolio 4 in Moodle before Monday 12 pm.
	Topic	READING WEEK - No classes.
	Online Activity	How to express goal and opposition (online lesson + exercises)
Week 7: 28 October - 1 November	Assessment	Submit Portfolio 6 in Moodle before Monday 12 pm. Oral presentations (25%) in class.
	Assessment	Submit Portfolio 7 in Moodle before Monday 12 pm.
Week 8: 4 November - 8 November		

	Topic	Immigration and exile. The present participle and gerundive + passive forms
Week 9: 11 November - 15 November	Assessment	Submit Portfolio 8 in Moodle before Monday 12 pm. Feedback Portfolio weeks 4 to 6. Listening Comprehension Test (20%) in tutorial class.
	Topic	The various forms of travel Restriction and conditional
Week 10: 18 November - 22 November	Assessment	Submit Portfolio 9 in Moodle before Monday 12 pm.
	Topic	Grammar revisions. Preparation for the final exam (<i>La petite fille de Monsieur Linh</i>) Conclusion

Resources

Prescribed Resources

- BOURMAYAN A., LOISEAU Y., RIMBERT O., TAILLANDIER I., Grammaire Essentielle du Français - B2, Editions Didier.
- CLAUDEL P., La petite fille de Monsieur Linh, Le Livre de Poche.

Recommended Resources

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

This grammar book compares some aspects of English and French grammars and is very useful for students who lack confidence in dealing with English grammar.

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.

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. Last year's cohort found the course interesting and challenging. They particularly enjoyed the weekly submissions in the portfolio because it enabled them to monitor their progress and receive feedback throughout the whole duration of the course. They found the textbooks out of date, which is why this year we decided to change the grammar book and focus more on authentic documents.

Submission of Assessment Tasks

Submission of Assessment Tasks

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 . 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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