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ARTS3481

Advanced French B

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Valerie Combe-Germes	v.combegermes@unsw.edu.au	Mondays 12 to 1, Tuesdays 12 to 1, Wednesday 11 to 12 or by appointment	Morven Brown, level 2, room 271	(02) 9385 - 2315

Tutors

Name	Email	Availability	Location	Phone
Alexandra Berlioz	a.berlioz@unsw.edu.au	By appointment	Morven Brown, level 2, room 277	(02) 9345 - 2321

School Contact Information

School of Humanities and Languages

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

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

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes

and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

Course Details

Credit Points 6

Summary of the Course

Subject area: *French Studies*

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 solid knowledge of French (equivalent to five semesters of studying at university level) and will enable you to not only improve your written and aural comprehension but also to communicate ideas in short essays and discussions. Vocabulary and grammatical structures are presented in the context of culturally relevant issues and your learning will be enhanced with online components designed to make language acquisition faster and more efficient. You will be exposed to many authentic documents, including the press, television and digital media that will help deepen your immersion into Francophone culture and help you get a perspective not far from a native speaker's.

At the conclusion of this course the student will be able to

1. Analyse arguments in texts dealing with contemporary problems relevant to Francophone communities.
2. Debate on prepared subjects with fluency and spontaneity.
3. Produce short arguments about cultural artifacts such as films or books, using effective grammatical devices and appropriate vocabulary.
4. Respond to people and situations with appropriate politeness and respect towards differences in customs, attitudes and beliefs prevalent in other communities.
5. Cooperate effectively with other members of the group.

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 learned 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 endeavor 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.

The language of instruction, assessment and general communication is French.

The lectures are taught in French in order to further develop your 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:

- o The first lecture focuses on culture topics and the vocabulary related to the field. **For each lecture, you will need to complete some preparation tasks before coming to class**, in order to fully

comprehend the subsequent lecture's contents and help you assimilate the required vocabulary. The Vocabulary / culture slides are posted online after and not before the lectures, so as to promote the development of unprepared listening skills. These are recorded and made available.

o The second lecture focuses on grammar topics. These are explained within the context of the thematic contents covered by the program. To enhance your learning experience, **all lectures will be prerecorded 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, Centre for Teaching).

The tutorials will give you the opportunity to develop your 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.

There is also a program 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. Please, note that **part of it will be used as a basis for the creation of the course assessment**.

You are expected to:

- o attend the vocabulary / culture lectures and
- o study the slides of the previous lecture and revise the contents taught
- o prepare in writing for the lectures (preparations may include: reading materials, vocabulary exercises, video documents, etc.)
- o listen to the lecture, take notes and participate as required by the lecturer
- o watch the grammar lectures on-line and do the related activities before coming to class
- o attend the in-class lectures that will be used for written practice and exercises;
- o revise the contents of previous lectures and tutorials
- o **speak French at all times.**

Assessment

Students who attend **less than 80% of their class time (including lectures and tutorials)** may be refused final assessment.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
2 quizzes	20%	21/08/2018 (First hour lecture, Week 5) + 16/10/2018 (first hour lecture, Week 12)	3
Prepared discussion	25%	13 & 14/09/2018 (second hour tutorial, Week 8)	2,3,4,5
Listening test	20%	04 & 05/10/2018 (second hour tutorial, Week 10)	1
Final examination	35%	TBA - Formal Examination Period (02 to 20/11/2018)	1,2,3,4

Assessment Details

Assessment 1: 2 quizzes

Start date: Not Applicable

Length: 30 minutes

Details: 30 minutes each, 10% each. Students will be quizzed on Vocabulary & Grammar. Feedback via in-class discussion (full correction given). Students can consult the lecturer and/or tutor for further feedback.

Submission notes:In-class quiz, on hard copy.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Prepared discussion

Start date: Not Applicable

Length: 30-minute recording + 350-400 word preparation

Details: 350 – 400 words written research, 5% + 30-minute recording of group discussion, 20%. Students will interact with a small group of peers and discuss on a prepared topic; students will be awarded individual marks. Feedback will be given in rubrics + individual comments. Students can consult the lecturer and/or tutor for further feedback.

Submission notes:Recorded file

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Listening test

Start date: Not Applicable

Length: 50 minutes + reading time

Details: 1 hour. The students will watch and respond in French to a short video authentic document (5 to 8 minutes). Feedback via in-class discussion (full correction given). Students can consult the lecturer and/or tutor for further feedback.

Submission notes:In-class test on hard copy

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 be given reading comprehension tasks and will write a short written essay. Students will receive a mark and feedback will be given upon consultation with the lecturer.

Submission notes:Exam on hard copy

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>

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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

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>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July		Introduction to course, explanations and Q/A. <i>Entre Nous 3</i> - Unit 5, pages 92 & 93.
Week 2: 30 July - 5 August		<i>Entre Nous 3</i> - Unit 5, pages 94 to 97
Week 3: 6 August - 12 August		<i>Entre Nous 3</i> - Unit 5, pages 98 to 101
Week 4: 13 August - 19 August		<i>Entre Nous 3</i> - Unit 6, pages 108 to 111
Week 5: 20 August - 26 August		<i>Entre Nous 3</i> - Unit 6, pages 112 to 115
	Assessment	QUIZ A - 10% (30 minutes)
Week 6: 27 August - 2 September		<i>Entre Nous 3</i> - Unit 6, pages 118 to 122
		FEEDBACK QUIZ A
Week 7: 3 September - 9 September		<i>Entre Nous 3</i> - Unit 7, pages 124 to 127
Week 8: 10 September - 16 September		<i>Entre Nous 3</i> - Unit 7, pages 128 to 131
	Assessment	PREPARED DISCUSSION - 20% (30 minute recording) Hand in RESEARCH PREPARATION - 5%
Week 9: 17 September - 23 September		<i>Entre Nous 3</i> - Unit 7, pages 132 to 137 FEEDBACK DISCUSSION
Break: 24 September - 30 September		
Week 10: 1 October - 7 October		<i>Entre Nous 3</i> - Unit 8, pages 140 to 143
	Assessment	LISTENING TEST - 20% (50 minutes)
Week 11: 8 October - 14 October		<i>Entre Nous 3</i> - Unit 8, pages 144 to 147 FEEDBACK LISTENING TEST
Week 12: 15 October - 21 October		<i>Entre Nous 3</i> - Unit 8, pages 148 to 153
	Assessment	QUIZ B - 10% (30 minutes)
Week 13: 22 October - 28 October		Revisions & preparation to final exam FEEDBACK QUIZ B

Resources

Prescribed Resources

Book: ENTRE NOUS 3, Méthode de français B1 (Edition Maison des Langues)

Recommended Resources

Book: Difficultés expliquées du français... for English Speakers

Dictionnary: Collins-Robert French-English/English-French Dictionary Or Oxford-Hachette French Dictionnary

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 semester. Last year's cohort found the course interesting and challenging but told us the lectures could be more interactive. That is why this year we decided to add some interactive digital tools to enhance your learning experience.

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