



**UNSW**  
SYDNEY

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University



# ARTS2481

Intermediate French B

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Hugues Peters	<a href="mailto:h.peters@unsw.edu.au">h.peters@unsw.edu.au</a>	Monday 11-1pm	Morven Brown 275	02 93851440

#### Tutors

Name	Email	Availability	Location	Phone
Nina Coorey	<a href="mailto:nina.coorey@unsw.edu.au">nina.coorey@unsw.edu.au</a>	by appointment	MB 277	02 93852321

### 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](mailto: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

This course provides intermediate level French language study from a communicative and task-based approach. It is designed for students with a knowledge of French equivalent to three semesters of studying the language at university level. In this course, you learn to communicate and produce texts on topics which are familiar or of personal interest. You develop your listening and speaking skills as well as your reading and writing skills in French through a number of different 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.

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

1. Understand and respond to the main points of oral and written texts dealing with topics of broader social concerns encountered in the French-speaking communities
2. Produce simple, coherent texts (oral and written) on common topics or areas of personal interest
3. Describe experiences and events and provide reasons or explanations for opinions and plans
4. Distinguish significant differences between some customs, attitudes or beliefs prevalent in the French-speaking community and those of their own

### Teaching Strategies

The course is taught by way of two-hour lecture and two-hour tutorial weekly. 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 rules of social behavior, or environmental issues) and the vocabulary related to the field, as well as about grammar topics (such as tenses or interrogatives) in order to develop accuracy in the language. To further the student's learning experience, all grammar lectures will be pre-recorded 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

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Written composition	40%	weeks 5 and 13 - during normal tutorial hours	2,3,4
Oral expression test	20%	week 11 - during normal tutorial hours	2,3
Final examination	40%	During examination period	1,4

### Assessment Details

#### Assessment 1: Written composition

**Start date:** Not Applicable

**Length:** 45 min. each

**Details:** Students write two in class compositions, each worth 20%, and lasting ca. 45 min. Feedback with rubrics and written comments. General feedback in class.

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

#### Assessment 2: Oral expression test

**Start date:** Not Applicable

**Length:** 45 min.

**Details:** Prepared discussion (ca. 45 minutes, including preparation time) between students is recorded. Feedback: Rubrics and written comments. General feedback in class.

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

#### Assessment 3: Final examination

**Start date:** Not Applicable

**Length:** 2 hours

**Details:** Two hour final exam during examination period to assess listening comprehension, reading comprehension and vocabulary and grammatical knowledge. Mark only. Students do not receive individual feedback on final exam during examination period. This is the final assessment for attendance purposes.

**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](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.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of 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-integer 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/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>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Introduction  Leçon 17 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	NO TUTORIAL ON WEEK 1
Week 2: 30 July - 5 August	Lecture	Grammaire et culture  Leçon 18 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 3: 6 August - 12 August	Lecture	
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 4: 13 August - 19 August	Lecture	Grammaire et culture  Leçon 21 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 5: 20 August - 26 August	Lecture	Grammaire et culture  Leçon 22 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Assessment	Test 1: Expression Ecrite during normal tutorial hours
Week 6: 27 August - 2 September	Lecture	Grammaire et culture

		Leçon 24 in Totem 2: Culture Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 7: 3 September - 9 September	Lecture	Grammaire et culture  Leçon 25 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 8: 10 September - 16 September	Lecture	Grammaire et culture  Leçon 26 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 9: 17 September - 23 September	Lecture	Grammaire et culture  Leçon 28 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	PUBLIC HOLIDAY  SEE ACTIVITIES ON MOODLE
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 11: 8 October - 14 October	Lecture	Grammaire et culture  Leçon 30 in Totem 2  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives.

		Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Assessment	Test 2: Expression Orale during normal tutorial hours
Week 12: 15 October - 21 October	Lecture	REVISIONS DE GRAMMAIRE  Leçon 32 in Totem 2: Culture  Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
Week 13: 22 October - 28 October	Lecture	NO LECTURE ON WEEK 13
	Tutorial	Activités communicatives. Apportez Totem 2 (livre de l'élève et cahier d'exercices)
	Assessment	Test 3: Expression Ecrite during normal tutorial hours

## 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 pocket-size 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:

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

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

- o M. 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):

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

### Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

### Image Credit

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