



UNSW
SYDNEY

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ARTS3483

Professional French B

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Hugues PETERS	h.peters@unsw.edu.au	Monday 11-1pm	MORVEN BROWN 275	02 9385 1440

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

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.

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

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.

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 language and grammar but cultural topics are also included.

The lecture focuses on grammar topics (e.g. the subjunctive or relative pronouns). These are explained within the context of the thematic contents covered by the program. To enhance your learning experience, all lectures will be pre-recorded 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).

Various media are used to increase listening and reading comprehension skills and music and/or films may be included in the course program.

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 an e-learning portfolio to be completed outside classes as autonomous homework. It will help you reflect on your learning process and guide you through a comprehensive reading and listening program aimed at teaching you how to maintain and/or further language acquisition.

You are expected to:

- watch the grammar lectures on-line and do the related activities before coming to class
- prepare in writing for all classes (preparations may include: listening and reading materials from the textbook or online, writing research reports, watching video documents);
- revise the contents of previous lectures and tutorials and work on your learning portfolio regularly in order to monitor progress and apply strategies to improve language acquisition;
- **speak French at all times.**

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Oral presentation	25%	Week 7 - During normal class time	2,3
Listening Test	20%	Week 12 - during normal tutorial time	1
Learning Portfolio	20%	Weekly blog on Moodle	1,2,3,4
Final examination	35%	During examination week	2,3

Assessment Details

Assessment 1: Oral presentation

Start date: Not Applicable

Length: 10 - 20 min.

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 2: Listening Test

Start date: Not Applicable

Length: 1 hour

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 3: Learning Portfolio

Start date: Not Applicable

Length: 1 hour weekly

Details: Ongoing throughout semester. 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 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

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 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-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 website:

<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 Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations.
	Tutorial	Pas de travaux dirigés (TD)
Week 2: 30 July - 5 August	Lecture	Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations.
	Tutorial	Exercices de grammaire Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations
Week 3: 6 August - 12 August	Lecture	Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations.
	Tutorial	Exercices de grammaire Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations
Week 4: 13 August - 19 August	Lecture	Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations.
	Tutorial	Activités communicatives Version Originale 4: Unité 5: Stéréotypes, préjugés, discriminations
Week 5: 20 August - 26 August	Lecture	Version Originale 4: Unité 7: Engagement politique et social
	Tutorial	Exercices de grammaire Version Originale 4: Unité 7: Engagement politique et social
Week 6: 27 August - 2 September	Lecture	Version Originale 4: Unité 7: Engagement politique et social
	Tutorial	Activités de grammaire Version Originale 4: Unité 7: Engagement politique et social
Week 7: 3 September - 9 September	Lecture	Test d'Expression Orale
	Tutorial	Test d'Expression Orale
	Assessment	Test d'Expression Orale
Week 8: 10 September - 16 September	Lecture	Version Originale 4: Unité 9: Art et culture
	Tutorial	Activités de grammaire

		Version Originale 4: Unité 9: Art et culture
Week 9: 17 September - 23 September	Lecture	Version Originale 4: Unité 9: Art et culture
	Tutorial	Activités de grammaire Version Originale 4: Unité 9: Art et culture
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	Version Originale 4: Unité 9: Art et culture
	Tutorial	Activités de grammaire Version Originale 4: Unité 9: Art et culture
Week 11: 8 October - 14 October	Lecture	Version Originale 4: Unité 10: Voyages et découvertes
	Tutorial	Activités de grammaire Version Originale 4: Unité 10: Voyages et découvertes
Week 12: 15 October - 21 October	Lecture	Version Originale 4: Unité 10: Voyages et découvertes
	Tutorial	Test de Compréhension à l'Audition
	Assessment	Test de Compréhension à l'Audition
Week 13: 22 October - 28 October	Lecture	PAS DE CONFERENCE
	Tutorial	Révisions et préparation de l'examen final

Resources

Prescribed Resources

- BARTHÉLÉMY F., KLESZEWSKI C., PERRICHON É., WUATTIER S., Version originale 4, Livre de l'élève, Editions Maison des Langues.
- CLAUDEL P., La petite fille de Monsieur Linh, Le Livre de Poche.
- GREGOIRE M. Grammaire Progressive du français, CLE.

Recommended Resources

- DELATOUR Y. et al, Nouvelle Grammaire du français, Hachette FLE.

This grammar book is used in the course as a reference for the lectures. It can be helpful when you prepare for all written assessment.

- 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.

See useful websites on Moodle.

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.

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