



UNSW
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ARTS3488

French Discourse Studies

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|---------------|--|----------------|------------------|-------------|
| Hugues Peters | h.peters@unsw.edu.au | Thursday 1-3pm | 275 Morven Brown | 02 93851440 |

School Contact Information

School of Humanities and Languages

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

Opening Hours: Monday - Friday, 9am - 4:45pm

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, Advanced French Studies*

This course, entirely taught in French, proposes a theoretical and practical study of French discourse in various vocational fields. Topics may include media, political, academic, poetic, literary and/or scientific genres of texts. You will learn the characteristic features of each genre, and gain a better understanding of sophisticated uses of French in France and contemporary Francophone societies. You will review and expand the language skills acquired in previous study with the aim of increasing your fluency and accuracy in all four language skills, with a special emphasis on the development of reading and writing skills.

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

1. Describe characteristic features of different genres of authentic texts in French by applying concepts and techniques of discourse analysis
2. Demonstrate applied knowledge of characteristic features by producing different genres of texts in French in a culturally appropriate way
3. Produce clear, detailed written or spoken discussion on a topic related to the course content
4. Self-monitor learning progress and identify areas in need of improvement and/or review.
5. Choose suitable learning strategies to continually enhance and expand acquired skills

Teaching Strategies

Rationale:

The course is based on the principle that 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 audio-visual and written documents. The language of classroom interaction and assessment is French.

The theories of discourse analysis in the French tradition introduced in this course are not simply presented for the sake of their inherent intellectual interest, but chosen for their capacity to illuminate specific aspects of text understanding and text production in order to improve students language skills and understanding of French speaking societies.

Teaching Strategies:

The course is organized into Lectures and Tutorials. Students will be presented with a description of the patterns of contemporary French discourse through class input and selected readings, and will apply the concepts and techniques during tutorials. There is ample use of authentic documents, including use of audio-visual supports for the practice of listening skills, and of various electronic means of communication for the practice of reading and writing skills.

Learning a language is progressive, and it requires regular active practice and constant revisions. Class activities and course assessment are both designed with this in mind.

Class activities include: individual or group oral presentations, debates on current affairs, discussion of academic articles or current affairs, group role playing, analysis or pastiche of selected authentic documents, summarizing of audio and written documents. Students will make short presentations, and/or organize class discussions based on reading or assigned tasks. Preparations are controlled in class and must be completed on time.

Students are expected:

- to participate actively in class discussions during lectures and tutorials
- to read the assigned materials assigned for the lectures
- to prepare the assigned learning activities for the tutorial sessions

Course assessment is continuous and is based on a mix of short assignments, group presentation, and final ePortfolio, all of which aim to assess listening, speaking, reading, and writing skills.

Assessment

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|-------------------|--------|--|------------------------------------|
| Two text analyses | 50% | 1. due on 29/03/2018 (week 5) at 05:00 PM & 2. due on 10/05/2018 (week 10) at 05:00 PM | 1,3 |
| ePortfolio | 50% | ePortfolio submitted during examination period | 2,4,5 |

Assessment Details

Assessment 1: Two text analyses

Start date:

Length: 500 words

Details: The students will analyse two texts (25% each), using methods of discourse analysis introduced during the lectures (500 words each, written in French). Feedback: Class discussion during tutorial. Individual written comments on a mark sheet with rubrics. Feedback: Class discussion during tutorial. Individual written comments on a mark sheet with rubrics.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: ePortfolio

Start date: Weekly preparations week 2 to 12

Length: 1500 words

Details: Students will submit a selection of three completed work samples from across the term, justifying their choice of work sample, submitting a revised version of the original attempt, accompanied by a commentary on their revisions, as well as a reflective commentary on their overall progress. (1.500 words, written in French). They will receive individual feedback in the form of mark sheet with rubrics.* This is the final assessment task for attendance purposes

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

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 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: 26 February - 4 March | Lecture | Introduction |
| | | Analyse de discours |
| Week 2: 5 March - 11 March | Lecture | Modèles de la communication |
| | Tutorial | Discussion de la préparation 1 (détails sur Moodle). |
| Week 3: 12 March - 18 March | Lecture | Communication publicitaire. |
| | Tutorial | Discussion dirigée par les étudiants |
| Week 4: 19 March - 25 March | Lecture | Les genres de la presse écrite. |
| | Tutorial | Discussion de la préparation 2. |
| Week 5: 26 March - 1 April | Lecture | L'argumentation juridique. |
| | Tutorial | Discussion dirigée par les étudiants |
| | Assessment | Devoir 1 (25%) |
| Break: 2 April - 8 April | | |
| Week 6: 9 April - 15 April | Lecture | Rhétorique et argumentation. |
| | Tutorial | Feedback / discussion du devoir 1. |
| Week 7: 16 April - 22 April | Lecture | La structure de l'argumentation. |
| | Tutorial | Discussion de la préparation 3. |
| Week 8: 23 April - 29 April | Lecture | Argumentation scientifique |
| | Tutorial | Activités communicatives. |
| Week 9: 30 April - 6 May | Lecture | Cohérence et progression thématique. |
| | Tutorial | Discussion de la préparation 4. |
| Week 10: 7 May - 13 May | Lecture | Cohésion et relations anaphoriques |
| | Tutorial | Discussion dirigée par les étudiants |
| | Assessment | Devoir 2 (25%) |
| Week 11: 14 May - 20 May | Lecture | Prise en charge énonciative. |
| | Tutorial | Feedback / discussion du devoir 2. |
| Week 12: 21 May - 27 May | Lecture | Rhétorique et poétique |
| | | Conclusion |
| | Tutorial | Discussion de la préparation 5. |
| Week 13: 28 May - 3 June | Tutorial | Discussion du ePortfolio |

Resources

Prescribed Resources

There is no set textbook. Regular readings, class preparations, scholarly articles, book chapters, and references of background readings will be provided on the course Moodle platform or via the library databases.

Recommended Resources

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.

Links to useful websites provided 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 13 accessing the personalised web link via the Moodle course site.

There will be an opportunity for informal feedback via a Moodle survey during the semester.

Image Credit

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