



FRN 337

Advanced French II

S2 External 2014

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Brigitte Jandey

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Contact via brigitte.jandey@mq.edu.au

Credit points

3

Prerequisites

FRN336

Corequisites

Co-badged status

Unit description

Building on the competency achieved by students in FRN336, this unit provides training in the four basic language skills (speaking, listening, reading and writing) at an advanced level (B2 in the Common European Framework of Reference for Languages). It also provides students with an opportunity to further familiarise themselves with French culture.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect. Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the

context; to understand frequently used set expressions.

Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

General Assessment Information

Please note that HD or D are NOT the standard marks but are awarded for outstanding work only. Students who fulfil the unit requirements in a satisfactory but expected manner will usually get a high Pass or a Credit.

Assignments are compulsory and must be submitted on time. **As a general rule, extensions will not be granted** without a valid and documented reason (e.g. medical certificate). **Late submissions will be penalised by 5% for each day the assignment is late (including weekends).** No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

Assignments must be accompanied by an appropriate Faculty cover sheet, to be generated on-line at http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/cover sheet and signed by the student. A link to the cover sheet is also available on ILearn.

Tests sat in class by internal students will be on-line for external students. Students who cannot sit an in-class test must send an email with a valid documentation to the convenor in order to sit the test online. On-line tests will be available for a limited time only (usually 24h) and must be done within the same time frame as the corresponding in-class test. Any missed test will attract a zero mark, unless students can provide a detailed **medical certificate or other official**

justification clearly stating the impossibility to sit the test on the day. In this case, an equivalent test will have to be sat on-line as soon as possible.

Unit Requirements and Expectations

FRN337 gives students the opportunity to develop their interactive skills and use the French language in context. To get the most out of it, students are required to prepare in advance by listening to and reading the prescribed materials in the textbook or online, as well as learning any new vocabulary. Participation is essential in all classes and will be assessed, along with the preparations. Students should make sure they spend a minimum of 9 hours per week out of class on their French studies; this includes preparations, homework, assignments and independent work.

Students are advised to reinforce their learning by consulting the extra materials that are available on the unit's ILearn pages as well as any other material they can find themselves (e.g. news, podcasts, YouTube videos, newspapers...) and also by engaging in regular revision of class content. The main key to learning a language is regular practice.

French will be the only language used in class. Students are also encouraged to speak French out of class whenever they find an opportunity to do so.

Assessment Tasks

Name	Weighting	Due
<u>Active participation</u>	5%	Weekly
<u>Assessment 1: Exposé</u>	20%	Weeks 2-12
<u>Assessment 2 Reading skills</u>	12%	Week 3
<u>Assessment 3 Grammar</u>	7%	Week 6
<u>Assessment 4 Listening skills</u>	13%	Week 11
<u>Assessment 5 Speaking skills</u>	15%	Week 13
<u>Assessment 6: Writing skills</u>	10%	Weekly
<u>Final Exam</u>	18%	During formal exam period

Active participation

Due: **Weekly**

Weighting: **5%**

Homework/Active participation (preparations, participation in classroom and/or online tasks).

- Regular completion of other preparations and homework. Homework will be done online. This work will not be corrected or marked as such, but as participation (ie the quality of

the input will be assessed more than its content, considering the question are a preparation to the class).

- Learning of vocabulary.
- Effective cooperation in all activities, online or in class.
- Readiness to raise questions and seek clarifications

External students' participation mark will involve their participation on Skype discussions (4%).

On successful completion you will be able to:

- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment 1: Exposé

Due: **Weeks 2-12**

Weighting: **20%**

Student will need to research on a specific topic that they will present in French to the class, during about 20 minutes. **READING NOTES IS NOT ALLOWED DURING THE PRESENTATION.** In the lead-up to their exposé, they will have to provide their fellow students with a relevant document (short article or YouTube) clearly summarising the topic, and a list of around 15 specific key words. All students will have to learn this vocabulary before the presentation to be able to participate in a lively class discussion at the end of each exposé.

It is essential that these documents are downloaded AT LEAST 48 HOURS before the relevant class. Failure to provide the documents on time will incur a penalty in the mark of the exposé. Presenters and the audience will be assessed on the interaction.

Students are also required to upload their powerpoint document onto iLearn 24h before their presentation, so everyone can print it beforehand to be able to take notes during the exposé. External students will present their exposé online.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment 2 Reading skills

Due: **Week 3**

Weighting: **12%**

Reading/writing: (comprehension of a one-page text as evidenced by answers to set questions).

The following skills will be marked:

- Adequacy: correct interpretation of what is proposed in the text, the answers address the questions with a high degree of precision.
- Critical thinking: when appropriate, a clear opinion should be expressed when answering the question/s.
- Accuracy: few or no major language mistakes.
- Communication: answers should be correctly formulated and easy to understand for the reader.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
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Assessment 3 Grammar

Due: **Week 6**

Weighting: **7%**

Class/online test on formal grammar exercises.

Correcting and analysing mistakes in a text.

On successful completion you will be able to:

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing

themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment 4 Listening skills

Due: **Week 11**

Weighting: **13%**

Class/online test on listening skills: comprehension of an audio/video document as evidenced by the answers to set questions. The following skills will be marked:

- Adequacy: correct interpretation of what is proposed in the text, the answers address the questions with a high degree of precision.
- Critical thinking: when appropriate, a clear opinion should be expressed when answering the question/s.
- Accuracy: few or no major language mistakes.
- Communication: answers should be correctly formulated and easy to understand for the reader.

On successful completion you will be able to:

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
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Assessment 5 Speaking skills

Due: **Week 13**

Weighting: **15%**

Students will be paired. They will have to prepare individually for 30 minutes a topic randomly drawn out and related to the session topics. They will then provide a 15 min spontaneous conversation about that topic.

The following skills will be assessed:

- Adequacy: the discussion clearly concerns the topic.
- Critical thinking: a clear opinion is expressed.
- Accuracy: evidence of a good knowledge of the subject.
- Communication: the conversation is easy to understand and interesting to listen to.

On successful completion you will be able to:

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment 6: Writing skills

Due: **Weekly**

Weighting: **10%**

"Atelier de correction des fautes". This work involves:

- writing a short paragraph (taken from homework),

- uploading it in a forum
- correcting the language mistakes in someone else's paragraph
- justifying the corrections.

On successful completion you will be able to:

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Final Exam

Due: **During formal exam period**

Weighting: **18%**

Critical analysis about French culture. This essay should include precise examples that should demonstrate knowledge of the studied topics.

On successful completion you will be able to:

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Delivery and Resources

CLASSES

Lecture Times and Locations

Internal students are offered a choice of 2 streams, each consisting of 4 compulsory contact hours per week. They must select the same teacher for both classes (Mixed 1 and Mixed 2). Details are as follows:

FRN 337/Practical 1/01	Tuesday	11:00am	1:00pm		W6B_225	Brigitte Jandey
FRN 337/Practical 1/02	Tuesday	2:00pm	4:00pm		W6A_207	Irwin Compiegne
FRN 337/Seminar 1/01	Thursday	11:00am	1:00pm		W6B_207	Brigitte Jandey
FRN 337/Seminar 1/02	Thursday	2:00pm	4:00pm		W6B_207	Irwin Compiegne

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

All books are available from the Co-op Bookshop.

Required Texts

- *Difficultés expliquées du français... for English speakers*, Vercollier et al., Clé International.

Recommended Texts

- *Les expressions idiomatiques*, Chollet et Robert.
- *Les verbes et leurs prépositions*, Chollet et Robert.

UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

Unit Webpage

<http://www.eurolang.mq.edu.au/units/french/FRN337.html>

Online Resources

Students have online access through iLearn (<http://ilearn.mq.edu.au>) to all teaching materials, including iLectures, from the beginning to the end of semester. There are links to IT assistance on the iLearn login page.

Students must check the iLearn pages for announcements, amendments to the program, etc. Everything is announced online; it is the student's responsibility to know what is required and when papers and/or assessments are to be handed in. For external students, iLearn will normally be the only way to get up-to-date information about the unit or to download the instructions for the assignments they have to prepare.

Besides making sure they can have daily access to a computer, students should note that for some assignments and exercises they may need headphones as well as a microphone. For Skype sessions (external students only), a camera is required as well. Fully equipped computers are available in dedicated computer labs on campus and also in departmental rooms W6A 104, W6B 207, W6B 214 and W6B 225 (except when booked for teaching). For access to departmental rooms (outside of class times), students need to borrow a swipe card from the department administrator (W6A 217).

Online assessments: Students must ensure that the computers they use are powerful enough for the tasks at hand and the connection they are using is reliable (we recommend using Ethernet wired connection rather than wireless). They are required to use Firefox rather than Safari or Internet Explorer, which have known problems with audio files. If they work from their home base, they should use the best equipment available and/or switch off all other network connections that might slow down their own. No permission to resit tests will be granted on the basis of the use of an inadequate connection during an earlier attempt. Students who do not have the proper equipment are urged to sit their tests in a university computer lab. Check eStudent for appropriate locations.

Unit Schedule

SEMAINE 1 Présentation du cours Atelier d'écriture	SEMAINE 2 MAI 68: La révolution sociale et culturelle Exposés : 1. de Gaulle, président. 2. Les événements	SEMAINE 3 MAI 68, UN HÉRITAGE CONTESTÉ Exposé : Le féminisme en France : situation de la femme, changements. DEVOIR: COMP. DE L'ECRIT
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<p>SEMAINE 4</p> <p>L'EXCEPTION CULTURELLE: le cinéma</p> <p>Exposés :</p> <ol style="list-style-type: none"> 1. l'industrie du cinéma en France. Histoire, aides, distribution. 2. La nouvelle vague 	<p>SEMAINE 5</p> <p>L'EXCEPTION CULTURELLE: la musique</p> <p>Exposés:</p> <ol style="list-style-type: none"> 1. Le festival de Bourges 2. L'industrie de la musique : aides, protections, promotions. 	<p>SEMAINE 6</p> <p>LA CONTRE-CULTURE et l'identité « française »</p> <p>Exposé :</p> <ol style="list-style-type: none"> 1. La culture hip-hop en France. Histoire, description, messages sociaux et politiques. 2. Les régions autonomistes ou séparatistes.
<p>SEMAINE 7</p> <p>LA CONTRE-CULTURE : LA LAÏCITÉ EN QUESTION</p> <p>Exposé :</p> <ol style="list-style-type: none"> 1. Les banlieues 2. La loi sur le voile intégral : contexte, explication, conséquences. 	<p>SEMAINE 8</p> <p>DEVOIR SUR TABLE: GRAMMAIRE</p> <p>Atelier récap.</p> <p>Composition écrite.</p>	<p>SEMAINE 9</p> <p>HUMOUR: LES GRANDS CLASSIQUES</p> <p>Exposés :</p> <ol style="list-style-type: none"> 1. Molière 2. Jacques Tati
<p>SEMAINE 10</p> <p>L'HUMOUR SOCIAL</p> <p>Exposé :</p> <ol style="list-style-type: none"> 1. Coluche 2. Le café théâtre 	<p>SEMAINE 11</p> <p>HUMOUR : LA SATIRE POLITIQUE</p> <p>Exposé :</p> <ol style="list-style-type: none"> 1. Le Canard enchaîné 2. Les humoristes politiques 	<p>SEMAINE 12</p> <p>DEVOIR SUR TABLE : COMP. DE L'ORAL</p> <p>Pratique de l'oral et révisions.</p>
<p>SEMAINE 13</p> <p>Examen oral</p>	<p>TBA</p> <p>Examen écrit</p>	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Punctuality (internal students): Arriving late is very disruptive. If you do arrive late, it is your responsibility to find out what you missed. If you arrive **20 minutes past the hour (or later)**, you will be **marked absent for the hour and at risk of not reaching the required 80% attendance rate** (see below).

Attendance at all classes is compulsory for internal students. Students absent due to illness or other valid reasons should notify the relevant staff member and supply proper documentation **within 3 days of the beginning of the absence**. Medical certificates and other documentation handed in at the end of the term will not be accepted. Repeated unexplained absences will incur a zero mark for participation. **Less than 80% attendance will incur a zero participation mark and may result in exclusion from final tests.**

Plagiarism

Assignments are to be **your own work**. Using someone else's words (taken either from another person, a book, a journal article or a website) without clear acknowledgement is plagiarism. It will incur a zero mark for the relevant piece of work. The University defines plagiarism as follows: **“Plagiarism involves using the work of another person and presenting it as one’s own”**. Plagiarism is a serious breach of the University’s rules and carries significant penalties including **mention on the student's transcript**. Information about plagiarism can be found on the Faculty cover sheet and in the *Handbook of Undergraduate Studies*, http://www.mq.edu.au/policy/docs/academic_honesty/policy.html. If you are in doubt please consult your lecturer or tutor.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting

information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
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Assessment tasks

- Active participation
- Assessment 2 Reading skills
- Assessment 4 Listening skills
- Assessment 5 Speaking skills
- Final Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.

Assessment tasks

- Active participation
- Assessment 1: Exposé
- Assessment 6: Writing skills
- Final Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Students will work towards understanding extended speech and follow even complex lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.
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searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment tasks

- Active participation
- Assessment 1: Exposé
- Assessment 2 Reading skills
- Assessment 3 Grammar
- Assessment 4 Listening skills
- Assessment 5 Speaking skills
- Assessment 6: Writing skills
- Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Students will work towards understanding extended speech and follow even complex

lines of argument even if the topic is not entirely familiar; to understand general spoken language at normal speech rate even if the accent is unfamiliar; to extract specific information and follow the significant points in an oral utterance; to understand relatively long radio talks and interviews; to understand the majority of films in standard dialect.

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something. They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
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Assessment tasks

- Active participation
- Assessment 1: Exposé
- Assessment 2 Reading skills
- Assessment 3 Grammar
- Assessment 4 Listening skills
- Assessment 5 Speaking skills
- Assessment 6: Writing skills

- Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment tasks

- Active participation
- Assessment 1: Exposé
- Final Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes; produce an oral presentation in order to present argument for or against something.

They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment tasks

- Active participation
- Assessment 1: Exposé
- Assessment 5 Speaking skills
- Final Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Students will work towards understanding a wide range of written texts, including longer, more complex factual texts, commentaries and reports; clearly identifying and extracting information from a wide range of sources, including statistical information. Students will have developed strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will be able to express themselves spontaneously without much obvious searching for expressions; use language flexibly and effectively for social purposes;

produce an oral presentation in order to present argument for or against something.

They will be working towards expressing themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; formulating their thoughts and views precisely and making detailed contributions to a discussion.

- Students will work towards writing accurate and well-structured text, interpreting or expressing points of view at some length; write about increasingly complex subjects; write in a style appropriate to the reader in mind; express and justify opinions and give arguments supporting their point of view; explain and compare ideas presented to them in a text which presents familiar content to them; use appropriate devices to ensure the smooth flow of a piece of writing most of the time; produce a text with few grammatical mistakes that would substantially interfere with the reader's understanding.
- Students will be able to understand, extract and challenge specific information from a given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment tasks

- Active participation
- Assessment 1: Exposé
- Assessment 2 Reading skills
- Assessment 3 Grammar
- Assessment 4 Listening skills
- Assessment 5 Speaking skills
- Assessment 6: Writing skills
- Final Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Students will be able to understand, extract and challenge specific information from a

given medium or abstract ideas; formulating their thoughts and views precisely and making detailed contributions to a discussion. They will be working towards expressing themselves fluently when stating their own opinions on increasingly complex subjects, justifying opinions and giving arguments supporting their point of view.

Assessment task

- Active participation

Changes since First Published

Date	Description
21/07/2014	Changes in list of exposés.