



FRN 250

Reading in French

S2 External 2015

Dept of International Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9

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General Information

Unit convenor and teaching staff

Unit Convenor

Alex Kurmann

alex.kurmann@mq.edu.au

Contact via 02 9850 8809

W6B 323

Thursday 12-1pm

Credit points

3

Prerequisites

FRN226

Corequisites

Co-badged status

Unit description

In this reading unit a number texts will be studied, taking into account their historical and cultural contexts. The unit is strongly recommended for students who are working towards a major in French Studies, as it will help them develop their reading skills while, at the same time, building up their vocabulary and introducing them to important aspects of French culture and society. Assessment will be by coursework.

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:

To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.

To become well acquainted with 12 key literary Francophone texts of the twentieth and twenty-first centuries, understanding the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them and the different literary genres they represent

To develop the interpretative skills to write a textual analysis in French, which displays

an awareness of genre, literary style, figures of speech and related literary theories

To acquire the linguistic skills in French to write a comparative literature essay and to discuss literary texts in a comparative manner, particularly regarding the comparison of texts by writers originating from the Francophone world with those of writers born in France

To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French

To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, Southeast Asian and Pacific origin

To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Ongoing
<u>Textual analysis/peer review</u>	40%	In class week 4 and 8
<u>Plan of literary essay</u>	10%	Class in week 10
<u>Comparative literature essay</u>	40%	End of week 13

Participation

Due: **Ongoing**

Weighting: **10%**

In the second hour of each 2 hour class, a writing workshop will be run. Different activities based around writing responses to the text discussed that week and peer-evaluation will aim to teach students to plan, structure and argue a point of view in a French language literary essay. The participation mark will be assessed on the bases of :

1. Concerted effort in class to write a short response to the literature under discussion – 5%
2. Constructive peer-review of class mates' texts -5%

On successful completion you will be able to:

- To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.

Textual analysis/peer review

Due: **In class week 4 and 8**

Weighting: **40%**

This assessment has two components and occurs on two occasions, one in week 4 and again in week 8. The aim is to prepare students to write their final essay worth 40%.

Part 1. Written textual analysis: To encourage students to use language skills and methods taught in the course to write a literary analysis in French of a short literary text; to allow students to practise analyzing a text in preparation for the final essay assessment.

Part 2. Peer review of a student's textual analysis. To help students use the peer review process to improve their own writing skills in French. This is achieved through learning to find grammatical and orthographical errors in others' work and to restructure and reformulate French expression in others' texts.

Marking Criteria and Requirements:

Students will bring two copies to class in week 4 and 8 of a double spaced 250 word textual analysis of ONE text already studied in class. They will respond to the theme under which the text was categorized in class (see below). Examples of analyses will be provided prior to the assessment, as will writing methods.

- One text will be handed into the teacher for marking out of 20 according to the following criteria, and reduced to a mark out of 10:

1. The analysis takes account of social, political and historical discourses affecting the text [5 pts]
2. The analysis makes an insightful analysis of the literature with citations [5 pts]
3. Range of vocabulary and capacity for expression in French [5 pts]
4. Grammatical accuracy and structure of analysis using connecting phrases [5 pts]

- The second text will be given to another student in class, according to random assignment by the teacher, to peer-mark in a 30 minute in class exercise. Students will correct grammatical and spelling errors in the lines provided, after which they will make suggestions for liaisons between paragraphs, structural and argument development changes to the text.

This part of the assessment will be marked out of 20 according to the following criteria, and reduced to a mark out of 10:

1. Efficacy of grammatical and spelling mistake detection [10 pts]
2. Appropriateness of advice to improve structure, argument development [10 pts]

* External students will use a forum on ILearn to find a fellow external student with whom to swap their text. They will use the function 'Track Changes' to show their peer-review of the text and email this to the course convenor by the end of week 4 and 8.

Themes:

A. Weeks 1-4 « La langue: Notre lien au passé » Analyse 1

B. Weeks 5-8 « La langue : L'expression de soi » Analyse 2

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- To develop the interpretative skills to write a textual analysis in French, which displays an awareness of genre, literary style, figures of speech and related literary theories
- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French
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Plan of literary essay

Due: **Class in week 10**

Weighting: **10%**

Students must submit a detailed plan of the comparative essay due in week 13 - see essay requirements for specific details.

They must use essay structures provided by the teacher in class to plan out a convincing, structured argument that reveals some original insight.

The marked essay plans will be returned to students by class in week 11 to enable students to write their essays.

Internal and external students will submit their plan via Turnitin by the due date.

On successful completion you will be able to:

- To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.
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texts by writers originating from the Francophone world with those of writers born in France

- To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

Comparative literature essay

Due: **End of week 13**

Weighting: **40%**

The essay will write a comparative literature essay that compares two short texts in one genre studied throughout the course: one text will be written by a writer of French origin and the other by a "Francophone" writer.

Students will choose one essay topic from three provided for each genre. They will work off the plan submitted earlier for appraisal, showing greater understanding of the topic by clearly responding to feedback on their essay plan.

The essay must take account of social, political and historical discourses affecting the text as well as genre, style, figures of speech and applicable literary theories.

Students will aim to bring some personal, original insight to their work: as well as including material provided in the course, they will strive to go beyond subject matter discussed in class by submitting a bibliography of secondary sources that are additional to the course readings provided on ilearn.

Both internal and external students will submit their essays via Turnitin.

PLEASE NOTE THE FOLLOWING DEPARTMENT POLICY ON LATE WORK

All assignments and assessments are compulsory and must be handed in or sat on time. Students unable to meet due dates may apply for an extension in writing to the unit convenor, who will approve the extension in writing, if appropriate. 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 (including weekends) the task is late. Students who have an extension approved will not receive any penalties. No late work will be accepted after assignments and assessments have been corrected and feedback has been provided. Tasks handed in early will be marked and returned with those submitted on the due date.

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Delivery and Resources

Learning and Teaching Strategy

To achieve the learning outcomes associated with this unit, students will be required to engage with a wide range of 20th and 21st century French texts including short stories, poetry, drama, essays, novel extracts and political speeches. Each genre will be represented by two texts, one written by an author of French origin and the other by a Francophone writer. Students will be expected to familiarise themselves with the week's readings prior to each class. There will be scope for teamwork in class discussion. Assessment will be based on participation in bi-weekly discussion forums, a textual analysis, an essay plan and a comparative essay in French.

Classes

Each weekly class consists of one block of 2 hours. The first hour will be dedicated to textual analysis and discussion. The second hour will consist in a writing workshop.

For more information and for the latest updates on times and the venue, see the official University timetable on <https://timetables.mq.edu.au>. Classes start at five minutes past the hour and students are encouraged to maximise their learning by coming to as many classes as possible.

External students will be expected to listen to the lecture recordings available after each class and will be able to interact with each other through online discussion forums, which make up the participation component of assessment.

Required and Recommended Texts and/or Materials

There is no one set text. The unit materials consist of a series of primary literary texts made available on line; these will be the subject of discussion for each week of the course. Related secondary texts, as well as other resources will also be available via iLearn. These will remain accessible at all times, for the entire duration of the session.

Technologies Used and Required

You will need to have regular computer and internet access to gain access to the teaching materials on iLearn.

IT and iLearn assistance is available via the iLearn login page or by clicking on the words "Help me" under the iLearn logo at the top right hand side of every iLearn window.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account. You are encouraged to use the University account and are advised to check it regularly for announcements from the course convenor.

Unit Schedule

Please refer to the iLearn materials, which closely reflect the unit schedule.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Please note that HD (High Distinction) or D (Distinction) are by no means standard marks but are given for outstanding work only. Students who fulfil the unit in a satisfactory but expected manner will usually get a high Pass or a Credit.

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

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

- To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.
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Assessment tasks

- Textual analysis/peer review
- Comparative literature essay

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 outcome

- To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.

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 outcomes

- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French
- To gain an appreciation of the historical, political, cultural and linguistic issues faced by Francophone writers of Maghrebian, African, Southeast Asian and Pacific origin
- To develop strong skills in critical and analytical thinking, and the ability to write a formal

structured argument in French

Assessment tasks

- Textual analysis/peer review
- Plan of literary essay
- Comparative literature essay

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

- To develop strong planning and writing skills in the French language through weekly writing workshops focusing on expressing ideas about literary texts.
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- To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

Assessment tasks

- Textual analysis/peer review
- Plan of literary essay

- Comparative literature essay

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

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Assessment tasks

- Participation
- Textual analysis/peer review
- Plan of literary essay
- Comparative literature essay

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

- To become well acquainted with 12 key literary Francophone texts of the twentieth and twenty-first centuries, understanding the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them and the different literary genres they represent
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Assessment tasks

- Participation
- Textual analysis/peer review
- Plan of literary essay
- Comparative literature essay

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

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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 outcomes

- To become well acquainted with 12 key literary Francophone texts of the twentieth and twenty-first centuries, understanding the periods in which they were written, the social and political discourses that they draw upon, the literary theories that may be applied to them and the different literary genres they represent
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Assessment tasks

- Textual analysis/peer review
- Plan of literary essay
- Comparative literature essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- To acquire an awareness of the global expanse of the French-speaking world that includes an understanding of the historical timeline of French colonization and decolonization, as well as political debates in postcolonial writing in French

Assessment tasks

- Textual analysis/peer review
- Comparative literature essay