



# FRN 448

## Advanced French III

S1 Day 2016

*Dept of International Studies*

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Karin Speedy

[karin.speedy@mq.edu.au](mailto:karin.speedy@mq.edu.au)

Contact via [karin.speedy@mq.edu.au](mailto:karin.speedy@mq.edu.au)

W6A 215

Credit points

3

Prerequisites

FRN337

Corequisites

Co-badged status

Unit description

Making use of a variety of media and texts that underline the diversity of France and the francophone world, students' attention is drawn to intellectual discourses shaping the development of francophone cultures and societies. Advanced language skills are honed via active engagement with authentic materials including literature, film, critical/academic writing, the media and music. Students are thus exposed to numerous ideas, philosophies and avenues into research while developing their reading, writing, listening and speaking skills to a high level of competency.

## 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 hear, speak, read and write modern French language in a variety of registers.

To read, listen to, comprehend and discuss a variety of French texts.

To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.

To foster research skills.

To gain an appreciation of francophone cultures through textual (including literature) and

audio-visual material, research and class discussion.

To develop a critical consciousness of issues pertinent to French identity.

The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## General Assessment Information

Participation marks are calculated on the following points:

- independent engagement with online communicative activities, including discussion forum, zoom, voice thread etc, reading game/ revision/ vocab acquisition
- spontaneous contributions to discussion, expression of opinions
- evidence of preparation for class through contributing specific examples demonstrating understanding of textbook/readings/home study
- constructive collaboration with and feedback to peers
- consistent target language use
- attentive note-taking
- structured engagement with content including evidence of revision/ organisation of notes/ continuous self-directed learning
- promotion of a positive learning environment, including:
  - mobile device etiquette (targeted and appropriate use for learning purposes as instructed by staff)
  - respectful treatment of peers / instructor e.g. not listening while peers are learning/ engaging with instructor
  - appropriate class behaviour to foster student learning, avoiding: tardiness; leaving class without being excused; erratic attendance disrupting the formation of a classroom community.

## Assessment Tasks

Name	Weighting	Due
<u>2 Writing Tasks</u>	35%	Weeks 5 & 11

Name	Weighting	Due
<u>1 Oral exposé</u>	20%	week 7 or 8
<u>Reading/Aural Comprehension</u>	25%	Week 12
<u>Participation</u>	20%	Ongoing

## 2 Writing Tasks

Due: **Weeks 5 & 11**

Weighting: **35%**

On successful completion you will be able to:

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
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- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### 1 Oral exposé

Due: **week 7 or 8**

Weighting: **20%**

On successful completion you will be able to:

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to French identity.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## Reading/Aural Comprehension

Due: **Week 12**

Weighting: **25%**

On successful completion you will be able to:

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing

controlled use of organisational patterns, connectors and cohesive devices.

## Participation

Due: **Ongoing**

Weighting: **20%**

Internal Students

In class preparation and participation.

External Students

Online participation in forums. Contributions to forums must be made by the due date posted on iLearn. Peer feedback strongly encouraged.

On successful completion you will be able to:

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
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## Delivery and Resources

### Required and recommended texts

**Required texts:** None.

A selection of texts (written and aural/oral) has been compiled for each topic. These are available in the unit reader or on iLearn. There is no set textbook for this unit but students must bring their reader to each class (external students need to refer to it while listening to iLectures) and must prepare assigned readings/viewings before each lesson. Students should also have a large bilingual dictionary and access to a monolingual dictionary such as *Le Petit Robert* as well as a

comprehensive, thorough grammar book such as *Grammaire française*.

## Unit Schedule

FRN 448 has been conceived of as an integrated language and culture unit where students have the opportunity to learn about French and francophone literature, film, history, society, ideas, philosophy, current events etc. The approach is based upon my teaching philosophy which embraces discovery focussed learning. Students will go on a journey through the historical, cultural and intellectual development of France and the French-speaking world. They will be encouraged to take up whatever interests them on this journey - to research, investigate, analyse, evaluate and share their interests in class contributions and assessment tasks. Students will be expected to present a synthesis of their learning to their fellow students who will in turn be expected to engage with the topic at hand (participation is graded). While direction and guidance is provided to students, they will be expected to take responsibility for their learning and prepare for each lesson. Preparation might include reading, watching a film clip, researching a topic, working individually or collaboratively on a class presentation etc. As such, students should expect to spend a total of 10-12 hours per week on FRN 448 (including face-to-face hours or iLectures).

The overarching framework of FRN 448 is historical. The unit provides a historical overview of the emergence of a French identity or French identities, giving students a solid context in which they are able to place or fit the wide variety of concepts they have learned in their previous French study at Macquarie. The unit is guided by some general questions: What does it mean to be French? What is French identity? Is it singular or plural? When did the concept of France and “Frenchness” emerge? What did it mean at different times? What does it mean today? Can we better understand the current socio-political situation in France by viewing it through a historical lens?

FRN 448 covers the five following topics:

1. L'évolution de la langue française (weeks 1- 2/3)
2. L'identité religieuse et l'État (weeks 3-4/5)
3. L'expansion coloniale (weeks 7-8)
4. Le siècle des lumières (weeks 9-10)
5. La révolution française de 1789 (weeks 11-13)

The above schedule is approximate - we may spend more or less time on a module depending on student interest. Classes are taught in French and all students must speak French in class. At this level, the focus is putting language into use. In other words, students are expected to have a good grasp of grammar and reasonable fluency. Any grammatical issues or questions that are raised in class will be discussed. However, students will be urged to be active learners and use tools at their disposal (grammar books, on-line resources etc.) to discover solutions for themselves.

Please note that attendance at all classes is compulsory for internal students. This applies

particularly to assessments. You will only be permitted to make up for a missed assessment in exceptional circumstances such as illness (Medical certificate required). An adequate explanation for any classes missed must be given to your lecturer. Having on-going work commitments is not a valid reason for missing classes.

### Extra information for external students

External students will be able to listen to recordings (iLectures) of all classes and are required to participate in discussions on iLearn.

**Writing tasks:** Writing tasks for external students will be disseminated on iLearn. Please follow instructions as to requirements, approach and word limits closely. If you have any questions, please get in touch with A/Prof Karin Speedy as early as possible. You should start the writing process well in advance of the due date. Please submit your written assignments via turnitin on iLearn.

**Participation:** Just like internal students, external students should share with others any research, comments, interpretations or questions they have on any of the material contained in the class reader or displayed on iLearn. For this purpose, they must use the discussion forums on iLearn. Your participation will be monitored throughout the semester and you will need to make your submissions before the cut-off date for each forum. Content is important but it is also a chance to hone your French editing skills. Please self-correct and give feedback to others on any grammatical or stylistic improvements.

**Exposés:** External students will need to arrange to do their exposé to at least one other external student via Skype. The student doing the exposé will be responsible for recording the exposé (including both parties – the one not presenting must be interactive and have questions etc.) and submitting the video file by the due date. Any supporting materials should also be sent by the due date. Students can record their exposé via Skype using free software available here: <http://www.dvdvideosoftware.com/guides/free-video-call-recorder-for-skype.htm>

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)



Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://ask.mq.edu.au).

### 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 not be marked and returned before the due date.

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcome

- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Participation

### 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

- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.

## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Reading/Aural Comprehension

## 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 hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to French identity.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can understand a wide range of demanding, longer texts and recognise implicit meaning; express yourself fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social, academic and professional purposes; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé

## 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 hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
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## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Reading/Aural Comprehension
- Participation

## 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

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
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### Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Reading/Aural Comprehension
- Participation

## 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 read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to French identity.
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## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Reading/Aural Comprehension
- Participation

## 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

- To hear, speak, read and write modern French language in a variety of registers.
- To read, listen to, comprehend and discuss a variety of French texts.
- To attain a high level of spoken and written French through practice in class and completion of exercises and assignments.
- The unit aims at fostering language skills to level C1, described as follows in the Common European Framework of Reference (CEFR): As a proficient user you can

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## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Reading/Aural Comprehension
- Participation

## 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 read, listen to, comprehend and discuss a variety of French texts.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to French identity.

## Assessment tasks

- 2 Writing Tasks
- 1 Oral exposé
- Participation

## 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 outcomes

- To read, listen to, comprehend and discuss a variety of French texts.
- To foster research skills.
- To gain an appreciation of francophone cultures through textual (including literature) and audio-visual material, research and class discussion.
- To develop a critical consciousness of issues pertinent to French identity.

## Assessment task

- Participation

## Changes since First Published

Date	Description
27/06/ 2016	Added exemplar for participation mark.
02/03/ 2016	Changed Comprehension tests due date to week 12 to coincide with published dates (1-3 June).
24/02/ 2016	For sustainability reasons, assessment tasks have been changed.