



# FRN 336

## Advanced French I

S1 External 2017

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Benedicte Andre

[benedicte.andre@mq.edu.au](mailto:benedicte.andre@mq.edu.au)

Contact via Contact via email

W6A 202

Thu. 3pm-5pm

Tutor

Lyse Thomas

[lyse.thomas@mq.edu.au](mailto:lyse.thomas@mq.edu.au)

Contact via Contact via email

W6A 332

By appointment

Credit points

3

Prerequisites

6cp at 200 level including FRN227

Corequisites

Co-badged status

Unit description

Building on the competency achieved by students in FRN227, 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 provides students with an opportunity to study French culture extensively.

## 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 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand 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, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

Students will work towards being able to express themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; use language flexibly and effectively for social purposes; formulating their thoughts and views precisely and making detailed contributions to a discussion.

Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.

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

Name	Weighting	Hurdle	Due
<u>Grammar and Vocabulary Tests</u>	30%	No	Weeks 3, 7 & 11
<u>Aural Comprehension</u>	15%	No	Week 7
<u>Oral Expression</u>	20%	No	Week 12 or 13
<u>Written Comprehension</u>	15%	No	Week 13
<u>Written Expression</u>	20%	No	Week 13

## Grammar and Vocabulary Tests

Due: **Weeks 3, 7 & 11**

Weighting: **30%**

A total of 3 class/online tests based on formal grammar exercises and vocabulary from material covered in class.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

## Aural Comprehension

Due: **Week 7**

Weighting: **15%**

Listening skills: comprehension of an audio/video document as evidenced by the answers to set questions.

On successful completion you will be able to:

- Students will work towards understanding extended speech and follow 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand long radio talks and interviews; to understand the majority of films in standard dialect.
- Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.
- 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.

## Oral Expression

Due: **Week 12 or 13**

Weighting: **20%**

Speaking skills (notes are not allowed; questions will be randomly picked. Both internal and external students will be recorded.)

**Internal students** will have 10 minutes in pairs to prepare an 8-minute conversation based on one of the themes covered in class.

**External students** will have 10 minutes to prepare a 4-minute individual presentation based on one of the themes covered in class (10%). Students will then have to answer follow-up questions (10%). Arrangements will be made for students to present in person or via Zoom to the Unit Convenor.

On successful completion you will be able to:

- Students will work towards being able to express themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; use language flexibly and effectively for social purposes; 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.

## Written Comprehension

Due: **Week 13**

Weighting: **15%**

Reading skills: comprehension of a one-page text as evidenced by answers to set questions.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will work towards being able to write a clear, well-structured text, interpreting

and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.

- 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.

## Written Expression

Due: **Week 13**

Weighting: **20%**

Writing skills: students will be required to write a 500-word essay addressing one of the themes covered in class.

On successful completion you will be able to:

- Students will work towards understanding a wide range of written texts, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
- Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.
- 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.

## Delivery and Resources

### Lecture Times and Locations

Internal students are offered a choice of 2 streams, each consisting of 4 compulsory contact hours per week. Students must select the same teacher for both classes.

For times and locations, please follow <https://timetables.mq.edu.au/2017/>

### Material

Required Texts (available from the Co-op Bookshop)

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

### Online Resources and Assessments

Students have online access through iLearn (<http://ilearn.mq.edu.au>) to all teaching materials, including class recordings, 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 exercises they may need headphones as well as a microphone. For Zoom conference sessions (external students only), a camera is required as well. Fully equipped computers are available in dedicated computer labs on campus.

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). Students 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.

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

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). Applications must be lodged via [ask.mq.edu.au](http://ask.mq.edu.au) and must include a Professional Authority Form (see Disruption to Studies Policy above). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is late. 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.

## 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 outcomes

- Students will work towards being able to express themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; use language flexibly and effectively for social purposes; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.

## Assessment tasks

- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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

- Students will work towards being able to express themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; use language flexibly and effectively for social purposes; formulating their thoughts and views precisely and making detailed contributions to a discussion.

### Assessment task

- Oral Expression

## 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

- Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.
- 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

- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand 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, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
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- 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

- Grammar and Vocabulary Tests
- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand 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, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.

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## Assessment tasks

- Grammar and Vocabulary Tests
- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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 understanding extended speech and follow 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand long radio talks and interviews; to understand the majority of films in standard dialect.

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## **Assessment tasks**

- Grammar and Vocabulary Tests
- Aural Comprehension
- Written Comprehension
- Written Expression

## **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 being able to express themselves spontaneously and fluently when stating their own opinions on increasingly complex subjects; use language flexibly and effectively for social purposes; formulating their thoughts and views precisely and making detailed contributions to a discussion.
- Students will work towards being able to write a clear, well-structured text, interpreting and expressing points of view at some length; to write about increasingly complex subjects; to express and justify opinions and give arguments supporting their point of view; to proofread their writing in order to avoid grammatical mistakes that would substantially interfere with the reader's understanding. Students will be working towards expressing themselves clearly and logically in essays on complex issues.

## **Assessment tasks**

- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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

- Students will work towards understanding extended speech and follow 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand 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, even if the topic is not entirely familiar; identify and extract information from various sources, including longer, more complex texts, commentaries and reports. Students will develop strategies to understand the meaning of unfamiliar words from the context; to understand frequently used set expressions.
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## Assessment tasks

- Grammar and Vocabulary Tests
- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression

## 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

- Students will work towards understanding extended speech and follow 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 and the background noise is of a real life situation; to extract specific information and follow the significant points in an oral utterance; to understand long radio talks and interviews; to understand the majority of films in standard dialect.
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## **Assessment tasks**

- Grammar and Vocabulary Tests
- Aural Comprehension
- Oral Expression
- Written Comprehension
- Written Expression