



# FRN 125

## Introductory French III

S3 External 2017

*Dept of International Studies*

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## General Information

Unit convenor and teaching staff Associate Lecturer in French and Francophone Studies Lyse Thomas <a href="mailto:lyse.thomas@mq.edu.au">lyse.thomas@mq.edu.au</a> Australian Hearing Hub, Level 2, North Wing
Credit points 3
Prerequisites FRN123
Corequisites
Co-badged status
Unit description This unit aims to maintain the communication skills that students have acquired in FRN122 and FRN123, as well as to develop their reading and comprehension ability. It forms a vital and logical bridge between introductory and second year levels.

## 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:

Reading: understand texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand paragraph length texts containing the high frequency vocabulary in the topics covered.

Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local geography, employment, interests and topical issues) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

Writing: write linked paragraphs in a short essay relating to themes covered in the unit.

To write about studied topics in a range of tenses in the past and future.

Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in everyday situations; communicate in conversation on topics covered in the unit.

Spoken Production: give a presentation of people, living or working conditions, daily routines, likes/dislikes etc. form a series of more complex phrases and using a range of tenses linked by joining words into a list.

## General Assessment Information

### PLEASE NOTE THE FOLLOWING DEPARTMENT POLICY ON LATE WORK OR FAILURE TO ATTEND IN CLASS ASSESSMENTS

All assessments are compulsory and must be sat on time. Students unable to meet due dates **must** apply for a 'Special Consideration' (which replaces previous Disruption to Studies) via ask.mq.edu. An approval will not be granted without a valid and documented reason (e.g. medical certificate, professional authority form etc.). If such an application is approved the student will liaise with the Unit Convenor to complete a supplementary assessment.

If a Special Consideration is either not submitted or approved, the student will be awarded a mark of 0 for the task.

## Assessment Tasks

Name	Weighting	Hurdle	Due
4 on-line tests	80%	No	End of weeks 1, 2, 3 and 4
Oral test	20%	No	During the exam period

### 4 on-line tests

Due: **End of weeks 1, 2, 3 and 4**

Weighting: **80%**

We cover units 6 to 9 in Saison 2 in FRN 125. For each unit there will be an end of week multi-task assessment to be completed on line over the course of 4 days, including a weekend. There are 4 tests, they represent 80% of the final grade and are worth 20% each. Only the first attempt will be graded.

On successful completion you will be able to:

- Reading: understand texts on familiar matters of a concrete type which consist of high

frequency everyday or job-related language; understand paragraph length texts containing the high frequency vocabulary in the topics covered.

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local geography, employment, interests and topical issues) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write linked paragraphs in a short essay relating to themes covered in the unit. To write about studied topics in a range of tenses in the past and future.

## Oral test

Due: **During the exam period**

Weighting: **20%**

An oral test will conclude the unit. It will be conducted during week 5: 22-27 of January. The test will consist in a 5-7 minute conversation with the unit tutor via Skype or Zoom. The topics will be given in advance via Ilearn the week before so that students can prepare. The topic of the test will be communicated to the student when they begin the oral with the tutor on Skype or Zoom - this is to promote natural conversation skills. The test will assess the students' capacity to handle a conversation in French using the grammar and the vocabulary learnt during the unit. The test is worth 20%. More information will be released in the relevant section on Ilearn.

On successful completion you will be able to:

- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in everyday situations; communicate in conversation on topics covered in the unit.
- Spoken Production: give a presentation of people, living or working conditions, daily routines, likes/dislikes etc. form a series of more complex phrases and using a range of tenses linked by joining words into a list.

## Delivery and Resources

FRN125 consists of 4 on line components for written work which will test reading, writing and listening skills, and one on line oral test. All components are unit requirements. Where ever you are during the exam period, you must be able to attend a Skype session at a prearranged time convenient to your tutor.

## Technologies used and required

Standard requirements apply. You will need to have regular computer and internet access to interact with the teaching materials on iLearn. Computing skills required for this unit are word processing skills and familiarity with the use of iLearn quizzes, Skype and internet resources.

Besides making sure you have daily access to a desktop computer or any other equivalent technology, you should note that for the oral test and the listening components of the 4 on line tests you will need headphones. You will also need to download Skype or Zoom on your computer for the on line oral test.

Please use Firefox rather than any other browsers, several of which have known problems with respect to media files (audio and video).

You must ensure that the equipment and the connection you use are both powerful and reliable. An Ethernet wired connection is recommended and is generally more robust than a wireless hook-up. When working from home or from a private residence, please use the best equipment available, refrain from using your network for any other purpose while doing work for this unit and arrange for others sharing your network not to take up any of your bandwidth as this will compromise the quality of your own connection.

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. You are encouraged to use the University account rather than any private e-mail account you may already have, and you must access your University e-mail account at least once a week - and preferably more often.

## Required and recommended texts

FRN125 builds upon knowledge gained in FRN122/FRN123 Introductory French I/II. To facilitate the completion of the on line exercises and the preparation of the on line tests, students will have to engage in independent, personal study throughout the time in between the tests. The unit completes the remaining 4 units in *Saison 2* - units 6, 7, 8 and 9. It is recommended that you also buy the *Saison 2: cahier d'exercices* for extra activities. This book is available from the Co-op bookshop. There are no other required and/or recommended texts for this unit.

## Unit Schedule

Please see the unit outline on iLearn.

## 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).

## 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

- Writing: write linked paragraphs in a short essay relating to themes covered in the unit. To write about studied topics in a range of tenses in the past and future.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in everyday situations; communicate in conversation on topics covered in the unit.
- Spoken Production: give a presentation of people, living or working conditions, daily routines, likes/dislikes etc. form a series of more complex phrases and using a range of tenses linked by joining words into a list.

### Assessment tasks

- 4 on-line tests
- Oral test

### 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

- Reading: understand texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand paragraph length texts



containing the high frequency vocabulary in the topics covered.

- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local geography, employment, interests and topical issues) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- Writing: write linked paragraphs in a short essay relating to themes covered in the unit. To write about studied topics in a range of tenses in the past and future.
- Spoken Interaction: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in everyday situations; communicate in conversation on topics covered in the unit.
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## **Assessment tasks**

- 4 on-line tests
- Oral test

## **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**

- Reading: understand texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand paragraph length texts containing the high frequency vocabulary in the topics covered.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local



geography, employment, interests and topical issues) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

- Spoken Production: give a presentation of people, living or working conditions, daily routines, likes/dislikes etc. form a series of more complex phrases and using a range of tenses linked by joining words into a list.

## **Assessment tasks**

- 4 on-line tests
- Oral test

## **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**

- Reading: understand texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand paragraph length texts containing the high frequency vocabulary in the topics covered.
- Listening: understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local geography, employment, interests and topical issues) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
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## **Assessment tasks**

- 4 on-line tests
- Oral test