



# FRN 250

## Reading in French

S2 External 2018

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Alex Kurmann

[alex.kurmann@mq.edu.au](mailto:alex.kurmann@mq.edu.au)

Contact via Email

AHH L2 North Wing

Friday 11am-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. (B1 moving toward B2 in the Common European Framework of Reference for Languages.)

## 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 become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.

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

## General Assessment Information

Information as to how to apply for Special Consideration will be available on ILearn.

Indicative examples of assessment tasks and marking rubrics where appropriate will be available on iLearn.

## Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

| Name   | Weighting | Hurdle | Due                  |
|--|-----------|--------|----------------------|
| <a href="#"><u>Devoirs: Atelier d'écriture</u></a> | 15%       | No     | Weeks 3, 5, 7, 9, 11 |
| <a href="#"><u>Textual analysis</u></a>            | 40%       | No     | Week 6, 8            |
| <a href="#"><u>Plan of literary essay</u></a>      | 15%       | No     | Week 10              |
| <a href="#"><u>Literary essay</u></a>              | 30%       | No     | End of week 13       |

## Devoirs: Atelier d'écriture

Due: **Weeks 3, 5, 7, 9, 11**

Weighting: **15%**

Internal Students will bring to class every two weeks a short draft piece of writing in French (200 words) analyzing the text studied the previous week. This will be peer-reviewed in the lesson by classmates and used to commence a group literary analysis of the text in question.

Each of these 5 homework assignments is worth 3% of the Unit total. To gain these marks,

students must bring the draft textual analysis to class the required week (being absent is not an acceptable excuse).

External Students will submit 3 of these same draft pieces of writing via a Forum as indicated on ILearn in weeks 3, 7 and 11. Each submission, accompanied by comments in French made on style and content on at least 1 other student's written submission via the forum, is worth 5% of the Unit total.

Drafts not supplied in time for workshop activities cannot be considered as part of the timely completion of this progressive task and will not contribute to the grade. See below in 'General Assessment Information' for more.

**An indicative example is found in ILearn under 'Assessments'**

On successful completion you will be able to:

- To become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.
- 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

## Textual analysis

Due: **Week 6, 8**

Weighting: **40%**

The aim of this assessment is to use language, skills and methods taught in the course to write 2 literary analyses in French of one short text that has been studied in class in the preceding weeks. There are 2 textual analyses, each is worth 20% of the Unit total.

Both internal and external students will submit their textual analysis via Turnitin.

Concerning late submission please see below in 'General Assessment Information'

**An indicative and a marking rubric example is found in ILearn under 'Assessments'**

On successful completion you will be able to:

- To become well acquainted with 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 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
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## Plan of literary essay

Due: **Week 10**

Weighting: **15%**

Students must submit a detailed plan of the literary essay due in week 13.

They must follow the dialectic plan provided in class to plan out a convincing, structured argument that reveals some personal insights.

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

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

Concerning late submission please see below in 'General Assessment Information'

**An indicative and a marking rubric example is found in ILearn under 'Assessments'**

On successful completion you will be able to:

- To acquire the linguistic and writing skills in French to compose a dialectic literary essay at the end of the unit.
- To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

## Literary essay

Due: **End of week 13**

Weighting: **30%**

The students will write a literary essay in the dialectic form, which will be taught in the unit.

Students will choose one essay topic from those provided, to be applied to a choice of any one of the literary texts studied. They will work off the plan submitted earlier for appraisal, showing greater understanding of the topic by clearly responding to feedback given by the lecturer on their essay plan.

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 in addition to the course readings provided on ilearn.

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

Concerning late submission please see below in 'General Assessment Information'

**An indicative and a marking rubric example is found in ILearn under 'Assessments'**

On successful completion you will be able to:

- To become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.
- 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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- To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

## **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 and novel extracts. Each genre will be represented by one text and will be taught over the period of two weeks. Students will be expected to familiarise themselves with the readings prior to each class. There will be scope for teamwork in class discussion. Assessment will be

based on participation in bi-weekly in-class peer-review activities, textual analyses, an essay plan and a literary essay in French.

## Classes

Each weekly class consists of one block of 2 hours. 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 the 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 online. 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.

## TECHNOLOGY USED AND REQUIRED

### Online Unit

**Login** is via: <https://ilearn.mq.edu.au/>

**Is my unit in iLearn?:** <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn at the beginning of Week 1 and at least once a week from then on.

- **For central technical support go to:** [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/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

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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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://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](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](#)

Campus Health and Wellbeing : [http://students.mq.edu.au/support/health\\_and\\_wellbeing/](http://students.mq.edu.au/support/health_and_wellbeing/)

## 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

- To become well acquainted with 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

## Assessment tasks

- Devoirs: Atelier d'écriture
- Textual analysis
- Literary essay

## 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

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary 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 become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.
- 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

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary 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

- To become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.

- 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**

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary 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 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.

## **Assessment tasks**

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary 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**

- To become well acquainted with 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 and writing skills in French to compose a dialectic literary essay at the end of the unit.
- To develop strong skills in critical and analytical thinking, and the ability to write a formal structured argument in French

## **Assessment tasks**

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary essay

## **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 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 and writing skills in French to compose a dialectic literary essay

at the end of the unit.

- 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

- Devoirs: Atelier d'écriture
- Textual analysis
- Plan of literary essay
- Literary 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

- Devoirs: Atelier d'écriture
- Textual analysis
- Literary essay

## Changes since First Published

| Date       | Description           |
|------------|-----------------------|
| 25/07/2018 | Updated staff contact |