



FRN 125

Introductory French III

S3 External 2018

Dept of International Studies

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General Information

Unit convenor and teaching staff

Convenor

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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 (A2 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:

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

Late Assessment Penalty

Indicative examples and marking criteria of assessment tasks with marking rubrics when 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.

An explanation of how to apply for Special Consideration is supplied on iLearn

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>4 on-line tests</u>	80%	No	End of weeks 1, 2, 3 and 4
<u>Oral test</u>	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 the last week of the unit. 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, Zoom 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://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.
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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.
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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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