



FRN 336

Advanced French I

S1 Online 2019

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Benedicte Andre

benedicte.andre@mq.edu.au

Contact via Contact via email

AHH L2 North Wing

Mon. 2pm-4pm

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.

General Assessment Information

Indicative examples of assessment tasks 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
<u>"Le français dans le monde"</u>	20%	No	Week 6
<u>"Autobiographie d'une oeuvre"</u>	20%	No	Week 9
<u>"Projet Musée"</u>	30%	No	Week 12
<u>Independent Grammar Study</u>	20%	No	Week 13

Name	Weighting	Hurdle	Due
<u>Aural Comprehension</u>	10%	No	Week 13

"Le français dans le monde"

Due: **Week 6**

Weighting: **20%**

(Report and reflection) Students will submit a written production relating to the Alliance française et the Francophonie. NB: Part of this assignment requires the visit of the *Alliance française de Sydney* in week 4 for internal students. For external students the visit will be replaced with independent research on the same topic. Guidelines will be available on iLearn.

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.

"Autobiographie d'une oeuvre"

Due: **Week 9**

Weighting: **20%**

(Creative writing) Students will engage with the genre of the autobiography by writing from the point of view of an art work of their choice from the French-speaking world. Guidelines will be available on iLearn.

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.
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"Projet Musée"

Due: **Week 12**

Weighting: **30%**

(Poster presentation) In groups, students will develop a project to attract more people to the Art Gallery of New South Wales. This assignment includes an optional visit to AGNSW during the teaching break. Students who cannot participate will be required to undertake their own research to understand the location, layout and collection of the Art Gallery. Guidelines will be available on iLearn. External students will submit their presentation via VoiceThread.

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 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.

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Independent Grammar Study

Due: **Week 13**

Weighting: **20%**

Students will be expected to complete and review a list of grammar exercises from *Difficultés expliquées du français... for English speakers*, Vercollier et al., Clé International on a weekly basis.

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 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.

Aural Comprehension

Due: **Week 13**

Weighting: **10%**

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 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

2 x 2 hours per week. For times and locations, please follow <https://timetables.mq.edu.au/2019/>

Material

Required and Recommended Texts (available from the Co-op Bookshop)

- Difficultés expliquées du français... for English speakers, Vercollier et al., Clé International. (required)
- Grammaire essentielle du français B2, Bourmayan et al., Editions Didier. (recommended)

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) and VoiceThread, 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. Permission to resit tests may not 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.

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 by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** 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>

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- 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

- "Autobiographie d'une oeuvre"
- "Projet Musée"
- Aural Comprehension

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.

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.
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Assessment tasks

- "Le français dans le monde"
- "Autobiographie d'une oeuvre"
- "Projet Musée"
- Independent Grammar Study
- Aural Comprehension

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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justifying opinions and giving arguments supporting their point of view.

Assessment tasks

- "Le français dans le monde"
- "Autobiographie d'une oeuvre"
- Independent Grammar Study
- Aural Comprehension

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.
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Assessment tasks

- "Le français dans le monde"
- "Projet Musée"
- Aural Comprehension

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

- "Le français dans le monde"
- "Autobiographie d'une oeuvre"
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- Aural Comprehension

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

- "Le français dans le monde"
- "Autobiographie d'une oeuvre"
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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

- "Le français dans le monde"
- Aural Comprehension

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

- "Projet Musée"
- Aural Comprehension

Common European Framework of Reference (CEFR)

Level B2 represents a new level as far above B1 (Threshold) as A2 (Waystage) is below it. It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has

arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated at this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; construct a chain of reasoned argument; develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make a concession; speculate about causes, consequences, hypothetical situations; take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Secondly, running right through the level B2 there are two new focuses:

1. The first is being able to more than hold your own in social discourse: e.g. converse naturally, fluently and effectively; understand in detail what is said to him/her in the standard spoken language even in a noisy environment; initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly; use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
2. The second new focus is a new degree of language awareness: correct mistakes if they have led to misunderstandings; make a note of 'favourite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s. In all, this does seem to be a new threshold for a language learner to cross.