FREN2210

C French Studies 5

Session 1, Weekday attendance, North Ryde 2021

Department of Media, Communications, Creative Arts, Language and Literature

Contents

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit convenor
Benedicte Andre
benedicte.andre@mq.edu.au
Contact via Email
B349, Level 3 25 Wally's Walk
Monday, 2pm-3pm

Credit points
10

Prerequisites
FREN1220

Corequisites

Co-badged status

Unit description
This unit aims to enable students to become independent users of the French language. It seeks to develop students' skills in reading, writing, comprehension and speaking in French at an advanced level and provides students with an opportunity to study French culture extensively. The unit aims to bring students' language skills to B2 level in the Common European Framework of Reference for Languages (CEFRL).

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:

ULO1: Develop advanced level skills in reading, writing, listening and speaking in the French language.

ULO2: Identify, describe and evaluate nuanced aspects of French-speaking cultures and societies.

ULO3: Identify, evaluate and deploy the grammatical structures of French at advanced level.

ULO4: Apply relevant language conventions to create meaningful intercultural encounters.

ULO5: Demonstrate a sophisticated awareness of language and language use, in both French and in English.

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
French around the world	20%	No	Week 6, Sunday midnight
Autobiography of an artwork	20%	No	Week 9, Sunday midnight
Poster Presentation	30%	No	Week 12
Aural Comprehension Test	10%	No	Week 13
Independant Grammar Study	20%	No	Week 13, Sunday midnight

French around the world

Assessment Type [1]: LOTE written composition
Indicative Time on Task [2]: 10 hours
Due: **Week 6, Sunday midnight**
Weighting: **20%**

Students will submit a written production relating to the presence of the French language around the world.

On successful completion you will be able to:

• Develop advanced level skills in reading, writing, listening and speaking in the French language.

- Identify, describe and evaluate nuanced aspects of French-speaking cultures and societies.
- Identify, evaluate and deploy the grammatical structures of French at advanced level.
- Demonstrate a sophisticated awareness of language and language use, in both French and in English.

Autobiography of an artwork

Assessment Type [1]: Media presentation
Indicative Time on Task [2]: 10 hours
Due: **Week 9, Sunday midnight**
Weighting: **20%**

Students will engage with the genre of autobiography by writing from the point of view of an art work of their choice from the French-speaking world.

On successful completion you will be able to:
- Develop advanced level skills in reading, writing, listening and speaking in the French language.
- Identify, describe and evaluate nuanced aspects of French-speaking cultures and societies.
- Identify, evaluate and deploy the grammatical structures of French at advanced level.
- Apply relevant language conventions to create meaningful intercultural encounters.

Poster Presentation

Assessment Type [1]: Poster
Indicative Time on Task [2]: 20 hours
Due: **Week 12**
Weighting: **30%**

Students will develop and present a project on a selected topic.

On successful completion you will be able to:
- Develop advanced level skills in reading, writing, listening and speaking in the French language.
- Identify, describe and evaluate nuanced aspects of French-speaking cultures and

societies.

- Apply relevant language conventions to create meaningful intercultural encounters.

Aural Comprehension Test

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 6 hours
Due: **Week 13**
Weighting: **10%**

Students will answer questions relating to audio/video recordings.

On successful completion you will be able to:

- Develop advanced level skills in reading, writing, listening and speaking in the French language.
- Identify, describe and evaluate nuanced aspects of French-speaking cultures and societies.
- Identify, evaluate and deploy the grammatical structures of French at advanced level.
- Demonstrate a sophisticated awareness of language and language use, in both French and in English.

Independant Grammar Study

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 24 hours
Due: **Week 13, Sunday midnight**
Weighting: **20%**

Students will complete and review a list of selected grammar exercises.

On successful completion you will be able to:

- Develop advanced level skills in reading, writing, listening and speaking in the French language.
- Identify, evaluate and deploy the grammatical structures of French at advanced level.
- Demonstrate a sophisticated awareness of language and language use, in both French and in English.

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

TECHNOLOGY USED AND REQUIRED

Online Unit

Login is via: https://ilearn.mq.edu.au/

Is my unit in iLearn?: https://unitguides.mq.edu.au/ilearn_unit_status/ 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_unit s/information_technology/help/

For student quick guides on the use of iLearn go to: https://students.mq.edu.au/support/stud y/tools-and-resources/ilearn/ilearn-quick-guides-for-students

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policie s.mq.edu.au). 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

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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 help you improve your marks and take control of your study.

- Getting help with your assignment

- Workshops

- StudyWise

- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides

- Ask a Librarian

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.

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.