



FREN3010

I French Studies 5

Session 1, Online-flexible 2023

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

Contents

| | |
|---|---|
| General Information | 2 |
| Learning Outcomes | 2 |
| General Assessment Information | 3 |
| Assessment Tasks | 3 |
| Delivery and Resources | 6 |
| Policies and Procedures | 6 |
| Common European Framework of Reference (CEFR) | 8 |

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit convenor / Lecturer

Benedicte Andre

benedicte.andre@mq.edu.au

Contact via Email

25 Wally's Walk, B349 (Level 3)

By appointment

Credit points

10

Prerequisites

FREN2020 or FRN227

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

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends)**. After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

To be very clear:

- *Unless you have applied for special consideration and had your application approved, for each day your assignment is late, 5% of the total possible marks will be deducted. For example, if you submit your assignment 7 days late, 35/100 marks will be deducted from your actual mark.*
- *If your assignment is more than 7 days late (including weekends), you will get 0 for your assignment.*

These are serious penalties that will substantially alter your final grade and even determine whether you pass or fail this unit. Please make every effort to submit your assignment by the due date.

If you find you cannot submit your assignment on time, please apply for Special Consideration through AskMQ. Make sure you read Macquarie University's policy regarding Special Consideration requests before you apply:

<https://students.mq.edu.au/study/assessment-exams/special-consideration>

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|---------------------------------------|
| Language quizzes | 30% | No | 23:59 on 25-26/03/23; and 20-21/05/23 |
| French around the world | 20% | No | 23:59 on 2/04/23. |

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|--|
| Autobiography of an artwork | 20% | No | 23:59 on 7/05/23. |
| Poster Presentation | 30% | No | 30/05 or 1/06 (FTF); on 2/06/23 (FLX). |

Language quizzes

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **23:59 on 25-26/03/23; and 20-21/05/23**

Weighting: **30%**

Language quizzes.

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.

French around the world

Assessment Type ¹: LOTE written composition

Indicative Time on Task ²: 10 hours

Due: **23:59 on 2/04/23.**

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.

- Apply relevant language conventions to create meaningful intercultural encounters.

Autobiography of an artwork

Assessment Type ¹: Media presentation

Indicative Time on Task ²: 20 hours

Due: **23:59 on 7/05/23.**

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

Poster Presentation

Assessment Type ¹: Poster

Indicative Time on Task ²: 20 hours

Due: **30/05 or 1/06 (FTF); on 2/06/23 (FLX).**

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.

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

Classes

For current updates and class times please consult the MQ Timetables website:

<https://timetables.mq.edu.au/2023/>

Recorded content pertaining to the weekly lessons will be accessible via Echo360.

Material

Required text:

- *Grammaire essentielle du français B2*, Bourmayan et al., Editions Didier (required in French Studies 5 and 6).

Intext Book Company is an Australian website that stocks a large range of educational books in French - <https://www.languageint.com.au/>.

Workshops for FLX cohort

3 x 1-hour Zoom workshops will be organised for the FLX cohort throughout the session:

- 10-11am, 3/03/23 [week 2]
- 10-11am, 24/03/23 [week 5]
- 10-11am, 28/04/23 [week 8]

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.