FREN2210

C French Studies 5

Session 1, Online-flexible 2025

School of International Studies

Contents

General Information

Unit convenor and teaching staff
Convenor & Lecturer
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B742, Level 7 25 Wally's Walk
By appointment (see iLearn)

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

Late 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 to late submissions, up until the 7th calendar 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.

I**mportant to note:**

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application.
- Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).
- Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received *after* the new due date will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the Special Consideration Policy for a schedule of all possible outcomes.

Assessment Tasks

Name	Weighting	Hurdle	Due
Written production	30%	No	13/04/2025
Oral presentation	30%	No	11/05/2025
Poster Presentation	40%	No	Week 13

Written production

Assessment Type [1]: LOTE written composition
Indicative Time on Task [2]: 20 hours
Due: **13/04/2025**
Weighting: **30%**

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:
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- 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.

Oral presentation

Assessment Type [1]: Media presentation
Indicative Time on Task [2]: 20 hours
Due: **11/05/2025**
Weighting: **30%**

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

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- 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]: 30 hours
Due: **Week 13**
Weighting: **40%**

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, evaluate and deploy the grammatical structures of French at advanced level.
- 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

Material

Recommended text:

- *Grammaire essentielle du français B2*, Bourmayan et al., Editions Didier (recommend for 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, 7/03/25 [week 2]
- 10-11am, 28/03/25 [week 5]
- 10-11am, 02/05/25 [week 8]

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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 connect.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/

Academic Success

Academic Success 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 the Service Connect Portal, 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.

Changes from Previous Offering

Assessments - Language quizzes have been removed

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 they have arrived somewhere, things look different, they acquire a new perspective, can look around them in a new way. The B2 level represents quite a break with the content so far with an extended focus on effective argument: they can account for, and sustain their 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 their 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.

Running right through the level B2 there are two new focuses:

1. The first is being able to 'hold your own' in social discourse. The learner will demonstrate they can converse naturally, fluently and effectively; understand in detail what is said to them in the standard spoken language even in a noisy environment; initiate discourse, take their turn when appropriate and end conversation when they need to, though they 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.

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 them; generally correct slips and errors if they become conscious of them; plan what is to be said and the means to say it, considering the effect on the recipient/s.

In all, it is a new threshold for a language learner to cross.

Unit information based on version 2025.03 of the Handbook