FRN 125

Introductory French III

FY1 External 2013

International Studies

Contents

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General Information

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Unit Convenor
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Tutor (online components)
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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.

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 short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple

texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. 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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.

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 predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges while being rarely able to understand enough to keep conversation going on his/her own accord.

Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment Tasks

Name	Weighting	Due
On-line activities	25%	Ongoing
5 on-line tests	50%	End of weeks 1 to 5
Oral activities and tests	25%	Tue-Fri, week 6

On-line activities

Due: **Ongoing**
Weighting: **25%**

Students are expected to prepare for the on-line tests (see below) by engaging in and submitting a number of activities in each of the on-line components of the unit. All forms of on-line participation will be monitored and rewarded. The activities and exercises on iLearn and all "T activities" on Heinle may be done at any time, any number of times. All on-line forum discussions

must be conducted in French.

Please note: All continuing students must **transfer to the session 3 class created on the Heinle platform**. **Failure to do so will inevitably result in the loss of work submitted.**

On successful completion you will be able to:
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. 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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.

5 on-line tests

Due: **End of weeks 1 to 5**
Weighting: **50%**

For each lesson in the textbook included in FRN125, there will be a number of assigned "S activities" on Heinle that must be submitted by the end of the relevant week (no later than midnight on Sunday).

On successful completion you will be able to:
- Reading: understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. 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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.

Oral activities and tests

Due: **Tue-Fri, week 6**
Weighting: **25%**

FRN125 concludes with an intensive 5-day on-campus session for oral proficiency in week 6. All students will be expected to attend one 2-hour conversation class every day of the week, from Tuesday to Friday (Monday being a public holiday), either from 10 am to 12 noon, or from 1 pm to 3 pm. There will be various activities, with both ongoing and summative assessment.

On successful completion you will be able to:

- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.
- 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 predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges while being rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Delivery and Resources

FRN125 consists of five online components for written work and one on-campus component for oral work. Both the online (written) and on-campus (oral) components are compulsory. Work commitments will not normally be accepted as a valid excuse for not attending the on-campus component.

Online (written) components

Students will continue to engage with the Heinle materials used in FRN122/FRN123. Each online component involves a number of readings and exercises on iLearn as well as "T activities" on Heinle, leading up to an online test consisting of a set of "S activities" on Heinle. The online components provide an opportunity for students to familiarise themselves with some new features of French grammar which will be further consolidated in FRN226/227 *Intermediate French I/II*.

Please note that one of the main purposes of the iLearn and the "T activities" is to facilitate self-assessment and to provide feedback on performance in preparation for the "S activities". Contrary to what was the case in FRN122/123, the latter will be timed and can only be attempted once (much like the regular "examens" in the earlier units).

Technologies used and required

Standard requirements apply. You are deemed to have regular computer and internet access to interact with the teaching materials on iLearn. Computing skills required for this unit are limited to word processing skills and familiarity with the use of internet resources.

Besides making sure you have daily access to a desktop computer or any other equivalent technology, you should note that, for some assignments and exercises, you may need headphones as well as a microphone. 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. Heinle assistance is available via the FRN125 iLearn page.

Please note that replies to e-mails will be automatically directed to the account they were sent from. All new threads will be sent to your University account, except in the case of bulk e-mails sent through Heinle, where you are free to supply the e-mail address of your choice. However, 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 online exercises and the preparation of the online tests, students will have to engage in personal study. They are urged to review relevant chapters in the textbook used in FRN122/123 (*Contacts* 9th edition, 2013, by Valette and Valette). The textbook, which comes

with a key allowing access to the online Heinle materials related to the text, is available from the Co-op bookshop. There are no other required and/or recommended texts for this unit.

On-campus (oral) component

The on-campus (oral) component requires active class participation and will be assessed on a day-to-day basis. There will also be a summative evaluation towards the end.

Unit Schedule

FRN125 consists of 5 on-line components (off-campus) involving a variety of listening, reading and writing activities (on iLearn and Heinle), followed by 1 on-campus component for oral work. The on-line components are supervised by Mr Irwin Compiègne (Irwin.Compiegne@mq.edu.au). The tutor in charge of the on-campus component is Ms Séverine Didier (Severine.Didier@mq.edu.au).

Each of the on-line components lasts for one week and concludes with a number of test activities that will be due by the end of the week. There will be two on-line components before Christmas (starting on Mon 9 Dec and ending on Sun 22 Dec) and another three after Christmas (starting on Mon 6 Jan and ending on Sun 26 Jan).

This year, Mon 27 Jan being a public holiday (in lieu of Sun 26), the on-campus component takes place from Tue 28 Jan to Fri 31 Jan and consists of a total of 8 hours (4 two-hour blocks) of intensive conversation and true immersion in the spoken language. Class registration (on iLearn rather than on eStudent) won't be possible until the unit materials go live on December 9.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://www.mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://www.mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Please note that HD (High Distinction) or D (Distinction) are by no means standard marks but are given for outstanding work only. Students who fulfil the unit in a satisfactory but expected manner will usually get a high Pass or a Credit.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these

services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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 short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. 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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.

- 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 predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges while being rarely able to understand enough to keep conversation going on his/her own accord.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- On-line activities
- 5 on-line tests
- Oral activities and tests

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 short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content.

- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- On-line activities
- Oral activities and tests

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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.
- 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 predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters to do with work and free time; handle very short social exchanges while being rarely able to understand enough to keep conversation going on his/her own accord.
- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- On-line activities
- Oral activities and tests

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

- 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. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; identify the main point of TV news items reporting events, accidents etc. 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 short, simple formulaic notes relating to matters in areas of immediate need; write a series of simple phrases and sentences linked with simple connectors.

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- Spoken Production: give a simple presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

Assessment tasks

- On-line activities
- 5 on-line tests
- Oral activities and tests