

## School of Asian and European Languages and Cultures

# FREN 113 - Elementary French COURSE OUTLINE 2006

### 1. CONTACTS

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#### Course Coordinator

Nadia Gueury      Office: VZ 507  
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Office hours: Tuesday 12 - 1 pm or with an appointment

#### Teaching Staff

Nadia Gueury  
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Office hour: t.b.a.

### 2. CLASSES

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Students must attend 2 hours of lectures, 2 hours of tutorials and guided multimedia sessions per week:

#### Lectures

Monday	1.10 - 2pm	HU 323
Wednesday	1.10 - 2pm	HU 323

#### Tutorials

Depending on student numbers, the following tutorial groups will be run:

<b>Group A</b>	Monday & Wednesday	2.10pm - 3pm	VZ 510
<b>Group B</b>	Monday & Wednesday	3.10pm - 4pm	VZ 510
<b>Group C</b>	Tuesday & Thursday	1.10pm - 2pm	VZ 510

Room allocations may be subject to change. Make sure you check all rooms on the FREN 113 notice board (VZ, level 5, next to VZ 510) at the beginning of the course.

#### Multimedia Sessions

Monday 17 July and Monday 24 July      4pm - 5pm      LLC, VZ Level 0

### 3. ADDITIONAL INFORMATION

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Further course information can be found on the French Programme notice board, VZ level 5, next to VZ 510 and on Blackboard.

#### 4. COURSE CONTENT AND MAIN AIMS

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This intensive French language course follows on from FREN 112 and is designed for those who have mastered the basics of the French language: FREN 112. Note that a minimum pass of 60% is recommended or School Certificate French / NCEA 1. It is taught in the second trimester and is worth 18 points.

It aims to teach the four skills of the French language [listening, reading, speaking and writing] in an interactive and communicative way, to enable students to reach a level comparable with that of Year 12-13 or 6<sup>th</sup> / 7<sup>th</sup> Form. It prepares students for FREN 123 and FREN 124 (First Year French Language Courses).

Teaching is based on the second half [lessons 10-18] of *Panorama 1* (Jacky Girardet & Jean-Marie Cridlig, Paris: Clé International, 2002). Other materials, available at the Language Learning Centre (LLC, von Zedlitz, Level 0), are also used such as *Rencontres* video, CD-ROM programmes, audiotapes, *Documents oraux*, *Etincelle* magazine, etc. Objectives are presented pp. 190-191 in the *Panorama 1* Textbook and pp. 4-5 in the FREN 112/113 Course Booklet.

#### 5. COURSE MATERIAL

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Students are required to purchase for the first day of teaching:

- *Panorama 1* Textbook, Jacky Girardet & Jean-Marie Cridlig, Paris: Clé International, 2004  
Available from VUW Bookshop
- *FREN 112 & 113 - French Language for Beginners* Course Booklet.  
Available from Student Notes Bookshop
- Two 60 minute blank audiotapes to make your own copy of the following cassettes
  - *Panorama 1: Pronunciation Exercises* [units 1-6]  
Callmark: FREN.LAN.4343.A/3\*
  - *Panorama 1: Dialogues and Grammar Exercises* [units 4-6]  
Callmark: FREN.LAN.4343.A/5\*

These tapes can be copied in the LLC, VZ Level 0

#### Recommended Material

- *Collins French Dictionary plus Grammar*, Collins, 2001  
ISBN 0004723686  
Available from VUW Bookshop

Note that French dictionaries, French grammar books and other reference material are available in the Self-Access Centre, LLC VZ Level 0 and in the French Library, VZ 650

#### 6. ASSESSMENT

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The course is entirely internally assessed. The course assessment consists of:

5 assignments	5% each	=	25%
4 tests	15% each	=	60%
Oral Test	15%	=	15%

See *Important Dates*, p.7 in the FREN 113 Programme

#### 7. RELATIONSHIP BETWEEN ASSESSMENT AND COURSE OBJECTIVES

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Since regular work is paramount in learning a second language, attendance at all classes and completion on time of the guided self-learning multimedia tasks are strongly recommended.

Assignments and tests are designed to encourage students to work regularly (in class and on their own), to ensure that grammar, vocabulary, idioms and culture are assimilated as the course progresses, and to provide students with regular feedback.

## 8. DATES FOR ASSESSMENT WORK AND PENALTIES

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See Important Dates, p. 4

All assignments must include the SAECL **cover sheet**. Assignments are to be placed in the FRENCH Assignment Slot located to the left of the SAECL Reception area on the 6<sup>th</sup> floor of von Zedlitz.

Any problem regarding deadlines should be discussed in advance with the Course Coordinator (for tests) or with the Tutor (for assignments).

**Extensions** for assignments should be requested from the tutor as early as possible **before the deadline**. Late work will be accepted to complete the requirements of the course but may not be marked if no prior arrangement is made.

**Tests** should be sat at the scheduled time (see Important Dates, p. 4). Alternative arrangements for tests may be agreed to by the Course Coordinator, on presentation of a medical certificate or other appropriate document(s). Such arrangements must be made **as soon as possible**, at the latest the day after the test date.

## 9. WORKLOAD

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In line with Faculty workload guidelines, students are expected to do 6 hours of guided work (including the 4 hours of classes) as well as 6 hours of independent study per week for the duration of the whole trimester.

The guided work consists of 2 hours of lectures, 2 hours of tutorials, 2 hours of guided self-learning multimedia exercises in the LLC (see pp. 5-10):

Hour 1: lecture on Monday, 1pm Hour 2: lecture on Wednesday, 1 pm Hour 3: first tutorial Hour 4: second tutorial Hour 5: guided self-learning multimedia work (in your own time, in LLC*) Hour 6: guided self-learning multimedia work (in your own time, in LLC*) + 6 hours of independent learning
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\* **LLC**: Language Learning Centre, von Zedlitz Building, Level 0

As part of the independent self-learning component of the course, students need to make regular use of the resources in the LLC to work on their particular learning needs and to self-monitor their learning [see sections *Successful Learning*, pp. 7-11 and *Use of Multimedia Material*, pp.13-19 in the FREN 112/113 Booklet].

Two hours of multimedia supervision and monitoring are scheduled to help students familiarize themselves with the LLC [see section *on Multimedia Material*, pp. 14-19 in the FREN 112/113 Booklet].

Students are also responsible for acquiring vocabulary, idioms and grammar as they are taught. Daily independent learning is necessary [see section *Successful Learning* of FREN 112/113 Booklet]. All tasks are listed, pp. 5-10 in the FREN 113 Course Programme in this Course Outline. Refer to it regularly.

## 10. MANDATORY COURSE REQUIREMENTS

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Full class attendance is expected. Attendance at a minimum of 75% of classes and completion of all assignments and all tests on due dates [see *Important Dates*, p.4] are required. Students who have not fulfilled the mandatory course requirements will fail the course.

## 11. PLAGIARISM

While you are encouraged and expected to work together in the tutorials, **your written assignment must be your own work**. Copying work from another student or any other text without proper acknowledgment, working with another student, i.e. discussing the assignment, comparing answers, asking someone to do or proofread your work is NOT acceptable. Read carefully the *Academic integrity and Plagiarism* section in the *General University Policies and Statutes*, pp. 11-12 in this Course Outline.

## 12. COURSE PROGRAMME

In line with Faculty workload guidelines, you are expected to do **6 hours of guided work**, i.e. 2 hours of lectures, 2 hours of tutorials, 2 hours of guided self-learning multimedia exercises in the LLC as well as **6 hours of independent study per week** for the duration of the whole trimester.

The following Course Programme includes the objectives covered each week in the lectures and tutorials. Preparation for tutorials (i.e. work to be done **before** the tutorials) is indicated in bold. It also lists the tasks that you have to do in your own time and the activities in the LLC (*independent learning*). Please refer to it regularly.

IMPORTANT DATES	
<b>Friday 21 July</b>	Assignment 1
<b>Friday 4 August</b>	Assignment 2
<b>Wednesday 9 August</b>	Test 1
<b>Monday 18 August</b>	Assignment 3
<b>28 August - 10 September</b>	<b>Mid-Term Break</b>
<b>Wednesday 13 September</b>	Test 2
<b>Friday 22 September</b>	Assignment 4
<b>Friday 29 September</b>	Assignment 5
<b>Wednesday 4 October</b>	Test 3
<b>Wednesday 11 October</b>	Test 4
<b>9 - 13 October</b>	Oral Exam

### NOTE

Assignments will be handed out on Monday at the end of the first lecture and must be completed by the following Friday. All assignments must include the SAELC cover sheet and are to be placed in the FRENCH Assignment Slot located to the left of SAELC Reception, VZ Level 6.

### REMINDER

Copying from another student's work, working with another student, i.e. discussing the assignment, comparing answers is NOT acceptable. **Your written assignment must be your own work**.

Students who require an **extension** must contact their tutor or the course coordinator **before the deadline**. Note that late work may be accepted to complete the course requirements but may not be marked. For further details, see Section 8 - *Dates for Assessment Work and Penalties*, p. 3 in the Course Outline.

WEEK 1	10 - 14 July 2006
	<b>Introduction - Evaluation - Révisions</b>
<b>Lecture 1</b>	Introduction au cours - Organisation des groupes et des sessions multimédia
<b>Lecture 2</b>	Bilan des connaissances en français. <b>Do the <i>Bilan des connaissances</i>, pp.113-114 in the Course Booklet</b>
<b>Tutorial 1</b>	Faire connaissance en français - Bilan des connaissances
<b>Tutorial 2</b>	Compréhension orale
<b>LLC</b>	<input type="checkbox"/> Documents oraux - Fiche 1: <i>se présenter</i> <input type="checkbox"/> Dictation 11
<b>Independent Learning</b>	<input type="checkbox"/> Read carefully the Course Booklet (pp.1-19) <input type="checkbox"/> Panorama Textbook: study dialogue (pp.90-91) and vocab (pp.92-97) <input type="checkbox"/> Panorama Audiotape: listen to dialogue (p.90-91) + do exercises (p.93, p.95) <input type="checkbox"/> Revision: make sure you know all grammatical terms (pp.60-65 in CB <sup>1</sup> ), grammar points (pp. 67-112 in CB) and vocabulary in Units 1, 2, 3 of Panorama 1 Textbook (see List of objectives covered in FREN 112, pp.4-5 in CB) <input type="checkbox"/> Do the <i>Bilan des connaissances</i> , pp.113-114 in CB
WEEK 2	17 - 21 July 2006
	<b>Leçon 10 : Le monde du travail Demander des informations ASSIGNMENT 1 due by Friday 21 July, midday at the latest</b>
<b>Lecture 1</b>	Comment améliorer son vocabulaire en faisant un champ sémantique
<b>Lecture 2</b>	Le déroulement du temps : le présent progressif, le passé récent, le futur proche Les adverbes de fréquence et de continuité (pp.92-93)
<b>Tutorial 1</b>	Comment faire un champ sémantique
<b>Tutorial 2</b>	Demander des informations, écrire une lettre de demande d'informations
<b>LLC</b>	<input type="checkbox"/> <b>Supervised Multimedia Session 1</b> <input type="checkbox"/> Panorama Video: leçon 9 ( <i>Les professions, les salaires</i> ) <input type="checkbox"/> Rencontres Video: <i>à l'agence de voyages / la réservation / entre la poire et le fromage</i> <input type="checkbox"/> Documents oraux - Fiche 2 : <i>À l'aéroport Charles-de-Gaulle</i> <input type="checkbox"/> Dictation 12
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study dialogue (pp.98-99) <input type="checkbox"/> Panorama Audiotape: listen to dialogue (pp.98-99) <input type="checkbox"/> Learn vocabulary: <i>champ sémantique sur le monde du travail</i> <input type="checkbox"/> Do exercises 43-44, p.121 in CB and check your answers, p.166 <input type="checkbox"/> <b>ASSIGNMENT 1 due by Friday 21 July, midday at the latest</b>

<sup>1</sup> CB: Course Booklet

<b>24 - 28 July 2006</b>	
<b>WEEK 3</b>	<b>Leçon 11 : Exprimer l'obligation, l'interdiction et la permission Le monde du travail et de la technologie</b>
<b>Lecture 1</b>	Les pronoms compléments d'objet direct L'accord du participe passé (pp.100-101)
<b>Lecture 2</b>	Les adverbes de manière - L'obligation, l'interdiction, la permission (p.102)
<b>Tutorial 1</b>	Exploitation du champ sémantique sur l'emploi - Donner son opinion <b>Do exercise II - Questions 1-10 : Fiche de travail, p. 204 in the CB</b>
<b>Tutorial 2</b>	Compréhension orale - Exprimer l'obligation, l'interdiction, la permission
<b>LLC</b>	<input type="checkbox"/> <b>Supervised Multimedia Session 2</b> <input type="checkbox"/> Panorama Video: leçon 10 ( <i>Au téléphone, Le Minitel</i> ) <input type="checkbox"/> Ecoutez bien: <i>les carrières</i> <input type="checkbox"/> GC <sup>2</sup> : Revise Direct Object Pronouns <input type="checkbox"/> GC / Je, tu, il : Revise <i>imparfait</i> and <i>passé composé</i> <input type="checkbox"/> Documents oraux - Fiche 3 : <i>Un itinéraire</i> <input type="checkbox"/> Dictation 13
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study vocab (pp.100-103) <input type="checkbox"/> Panorama Audiotape: do exercices (p.101, p.103) <input type="checkbox"/> Do a champ sémantique on <i>la santé</i> (see documents: pp.104-105 in Panorama + p.209 in CB) <input type="checkbox"/> Do exercices 45-51, pp.124-127 in CB and check your answers, p.166
<b>31 July - 4 August 2006</b>	
<b>WEEK 4</b>	<b>Leçon 12 : Faire face à un problème Le monde de la technologie ASSIGNMENT 2 due by Friday 4 August, midday at the latest</b>
<b>Lecture 1</b>	Les pronoms personnels compléments d'objet indirect (pp.108-109)
<b>Lecture 2</b>	L'expression du futur (pp.120-121)
<b>Tutorial 1</b>	Faire face à un problème, à une urgence (pp.104-107) - Le vocabulaire de la santé - <b>Bring your champ sémantique on <i>la santé</i> for this tutorial</b>
<b>Tutorial 2</b>	Compréhension écrite
<b>LLC</b>	<input type="checkbox"/> GC : Revise Indirect Object Pronouns <input type="checkbox"/> Panorama Video: leçon 11 ( <i>Les Français et la santé</i> ) <input type="checkbox"/> Documents oraux - Fiche 7 : <i>Pour voler heureux...</i> <input type="checkbox"/> Dictation 14
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study dialogue (pp.106-107) and vocab (pp.108-114) <input type="checkbox"/> Panorama Audiotape: listen to dialogue (pp.106-107) + do exercices (p.109, p.111) <input type="checkbox"/> For next week's Tutorial 1: do a <i>champ sémantique</i> on <i>les nouvelles technologies</i> (see documents, pp.111-113 in Panorama and pp.212-213 in CB) <input type="checkbox"/> Work on <b>Bilan 4</b> : do exercices 1- 4, 7-8 in Panorama (pp.115-116) and check your answers, p.173 in CB <input type="checkbox"/> Do exercices 52-54, p.131 in CB and check your answers, pp.167 <input type="checkbox"/> Revise all <i>champs sémantiques</i> for <b>TEST 1</b> <input type="checkbox"/> <b>ASSIGNMENT 2 due by Friday 4 August, midday at the latest</b>

<sup>2</sup> GC : Grammatically Correct Computer Programme

		7 - 11 August 2006
<b>WEEK 5</b>	<b>Leçon 13 : L'expression du futur - Révisions</b> <b>TEST 1 on Wednesday 9 August, 11 pm</b>	
<b>Lecture 1</b>	Préparation au Test 1 <b>Bilan 4 : do exercises 1 - 4, 7- 8 in Panorama (pp.115-116) and check your answers, p.147 in CB before the lecture. Bring your work to class.</b>	
<b>Lecture 2</b>	<b>TEST 1 (unités 1-4)</b>	
<b>Tutorial 1</b>	Les nouvelles technologies : vocabulaire et discussion (pp.111-113) L'emploi du futur <b>Bring your <i>champ sémantique</i> on les nouvelles technologies</b>	
<b>Tutorial 2</b>	Prononciation et intonation	
<b>LLC</b>	<input type="checkbox"/> Panorama Video: leçon 12 ( <i>Le futuroscope de Poitiers</i> ) <input type="checkbox"/> GC / Je, tu, il : Revise conjugation of verbs in the future tense <input type="checkbox"/> Documents oraux - Fiche 5 : <i>Elle s'appelle comment ?</i> <input type="checkbox"/> Dictation 15	
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study dialogue (pp.118-119) and vocab (pp.120-125) <input type="checkbox"/> Panorama Audiotape: listen to dialogue (pp.118-119) + do exercices (p.121, p.123) <input type="checkbox"/> For next week's Tutorial 1: do a <i>champ sémantique</i> on <i>l'éducation</i> (see documents, pp.122-123 in Panorama and p.175 in CB) <input type="checkbox"/> Do exercices 55-56, p.123 in CB and check your answers, p.141 <input type="checkbox"/> Revise all <i>champs sémantiques</i> for <b>TEST 1</b>	
		14- 18 August 2006
<b>WEEK 6</b>	<b>Leçons 13-14 : Le système éducatif français</b> <b>Demander des renseignements administratifs</b> <b>ASSIGNMENT 3 due by Friday 18 August, 5pm at the latest</b>	
<b>Lecture 1</b>	Le système éducatif en France (pp.122-123)	
<b>Lecture 2</b>	Les pronoms <i>y</i> et <i>en</i> (pp.128-129)	
<b>Tutorial 1</b>	Parler du système éducatif en Nouvelle-Zélande et de ses études <b>Bring your <i>champ sémantique</i> on <i>l'éducation</i> for this tutorial</b>	
<b>Tutorial 2</b>	Demander des renseignements administratifs sur des cours	
<b>LLC</b>	<input type="checkbox"/> Panorama Video: leçon 13 ( <i>Le système éducatif</i> ) <input type="checkbox"/> GC : Revise use of the pronouns <i>y</i> / <i>en</i> <input type="checkbox"/> Documents oraux - Fiche 6 : <i>On part en balade ?</i> <input type="checkbox"/> Dictation 16	
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study dialogue (pp.126-127) and vocab (pp.128-133) <input type="checkbox"/> Panorama Audiotape: listen to dialogue (pp.126-127) + do exercices (p.129, p.131) <input type="checkbox"/> Do a <i>champ sémantique</i> on <i>la mode</i> (see documents, pp.130-131 in Panorama) <input type="checkbox"/> Learn vocabulary: <i>champ sémantique</i> sur <i>l'éducation</i> <input type="checkbox"/> Do exercices 57-59, pp.124-125 in CB and check your answers, p.141 <input type="checkbox"/> Do a <i>champ sémantique</i> on <i>le logement</i> (see documents p.138 in Panorama and p.181 in CB) <input type="checkbox"/> <b>ASSIGNMENT 3 due by Friday 18 August, 5pm at the latest</b>	
<b>MID-TERM BREAK: 21 August - 3 September 2006 Bonnes vacances !</b>		

<b>4 - 8 September 2006</b>	
<b>WEEK 7</b>	<b>Leçon 15 : Rapporter des paroles Exprimer une opinion Décrire son logement</b>
<b>Lecture 1</b>	Rapporter des paroles - Exprimer une opinion (pp.136-137)
<b>Lecture 2</b>	Le conditionnel : formes et emploi
<b>Tutorial 1</b>	Expression orale : donner son opinion (p.136) - Le vocabulaire de la mode <b>Bring your <i>champ sémantique</i> on <i>la mode</i> for this tutorial</b>
<b>Tutorial 2</b>	Emploi du conditionnel - Décrire son logement <b>Bring your <i>champ sémantique</i> on <i>le logement</i> for this tutorial</b>
<b>LLC</b>	<input type="checkbox"/> Ecoutez bien: <i>les vêtements</i> <input type="checkbox"/> Listening Comprehension: Documents oraux : Fiche 4 : <i>Ma maison</i> <input type="checkbox"/> Dictation 17
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study documents (pp.134-135) + vocab (pp.136-142) <input type="checkbox"/> Panorama Audiotape: do exercices (p.137, p.139) <input type="checkbox"/> Panorama Video: leçon 14 ( <i>Quelques grands couturiers</i> ) <input type="checkbox"/> Work on Bilan 5: do exercices 1 - 3, 5, 6 - 10 pp.143-144 in Panorama and check your answers, p.148 in CB <input type="checkbox"/> GC / Je, tu, il : Revise conjugation of verbs in the conditional <input type="checkbox"/> Do exercices 61-65, p.128 in CB and check your answers, p.141-142 <input type="checkbox"/> Revise vocabulary of all the <i>champs sémantiques</i> for <b>TEST 2</b>
<b>11 - 15 September 2006</b>	
<b>WEEK 8</b>	<b>Leçon 16 : Comparer - Le monde de la publicité TEST 2 on Wednesday 13 September, 11 am</b>
<b>Lecture 1</b>	Préparation au test 2 <b>Bilan 5: do exercices 1-3, 5-10 in Panorama (pp. 143-144) and check your answers, p.148 in CB, before the lecture. Bring your work to class.</b>
<b>Lecture 2</b>	<b>TEST 2 (unités 1-5)</b>
<b>Tutorial 1</b>	Parler d'une publicité : décrire une publicité, définir le public visé et donner son opinion
<b>Tutorial 2</b>	Expression écrite : décrire une image publicitaire
<b>LLC</b>	<input type="checkbox"/> Panorama Video: leçon 16 ( <i>Titres de presse et programmes de télévision</i> ) <input type="checkbox"/> Panorama Video: leçon 18 ( <i>La publicité</i> ) <input type="checkbox"/> Documents oraux - Fiche 8 : <i>Pourquoi la neige est blanche ?</i>
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study documents (pp.146-155) and vocab (pp.148-153) <input type="checkbox"/> Panorama Audiotape: do exercices (p.149, p.151) <input type="checkbox"/> Do a <i>champ sémantique</i> on <i>la Nouvelle-Zélande</i> (see documents pp.191-192 in CB) <input type="checkbox"/> Revise all <i>champs sémantiques</i> for <b>TEST 2</b> <input type="checkbox"/> Dictation 18



WEEK 9:	<p style="text-align: right;">18 - 22 September 2006</p> <b>Leçon 17 : Exprimer la volonté, la nécessité, le souhait, le doute, les sentiments</b> <b>ASSIGNMENT 4 due by Friday 22 September, midday at the latest</b>
<b>Lecture 1</b>	Le subjonctif : formes et emploi (pp.156-157)
<b>Lecture 2</b>	La comparaison (pp.148-149)
<b>Tutorial 1</b>	Emploi du subjonctif - Exprimer l'obligation, la nécessité - Donner son opinion
<b>Tutorial 2</b>	Parler de la Nouvelle-Zélande touristique <b>Bring your champ sémantique on la Nouvelle-Zélande for this tutorial</b>
<b>LLC</b>	<input type="checkbox"/> Panorama video: leçon 15 ( <i>Paris</i> ) <input type="checkbox"/> Panorama video: leçon 17 ( <i>La Francophonie</i> ) <input type="checkbox"/> Documents oraux - Fiche 9 : <i>Le jeu des devinettes</i> <input type="checkbox"/> Dictation 19
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study documents (pp.154-155) and vocab (pp.156-161) <input type="checkbox"/> Panorama Audiotape: do exercices (p.157, p.159) <input type="checkbox"/> GC / Je, tu il : Revise conjugation of verbs in the subjunctive <input type="checkbox"/> Learn vocabulary: <i>champ sémantique</i> sur la Nouvelle-Zélande <input type="checkbox"/> Do a <i>champ sémantique</i> on <i>le cinéma</i> and <i>la télévision</i> (pp.189 in CB) <input type="checkbox"/> Do exercices 66-68, pp.131-132 in CB and check your answers, p.142 <input type="checkbox"/> <b>ASSIGNMENT 4 due by Friday 22 September, midday at the latest</b>
WEEK 10	<p style="text-align: right;">25 - 29 September 2006</p> <b>Leçon 18 Le cinéma et la télévision</b> <b>Mettre en valeur, convaincre et argumenter</b> <b>ASSIGNMENT 5 due by Friday 29 September, 5 pm at the latest</b>
<b>Lecture 1</b>	Mettre en valeur : les pronoms relatifs (qui, que, où, dont)
<b>Lecture 2</b>	Compréhension orale
<b>Tutorial 1</b>	Parler du cinéma et de la télévision <b>Bring your champ sémantique on la télévision and le cinéma for this tutorial</b>
<b>Tutorial 2</b>	Écrire une critique de film: présenter l'histoire, évaluer et donner son opinion
<b>LLC</b>	<input type="checkbox"/> Documents oraux - Fiche 10 : <i>Saint-Exupéry</i> <input type="checkbox"/> Dictation 20
<b>Independent Learning</b>	<input type="checkbox"/> Panorama Textbook: study documents (pp.162-163) and vocab (pp.164-169) <input type="checkbox"/> Panorama Audiotape: do exercices (p.165, p.167) <input type="checkbox"/> Learn vocabulary: <i>champs sémantiques</i> on <i>le cinéma et la télévision</i> <input type="checkbox"/> Work on <b>Bilan 6</b> : do exercices 1 -7, 10 in Panorama (pp.170-171) and check your answers in CB, p.149 <input type="checkbox"/> Do exercices 69-70, p.135 in CB and check your answers, p.142 <input type="checkbox"/> <b>ASSIGNMENT 5 due on Friday 29 September, 5 pm at the latest</b>

WEEK 11	TEST 3 on Wednesday 4 October, 11 pm 2 - 6 October 2006
Lecture 1	Préparation au <b>TEST 3</b> et au <b>TEST 4</b> - Exercices de révision <b>Bilan 6: do exercises 1-7, 10 in Panorama (pp.170-171) and check your answers (p.175 in CB) before the lecture.</b>
Lecture 2	<b>TEST 3</b> [unités 1-6]
Tutorial 1	Préparation au test oral <b>Make lists of ideas on the questions for the Oral Exam</b>
Tutorial 2	Préparation au test oral <b>Bring your lists of ideas</b>
LLC	<input type="checkbox"/> Documents oraux - Fiche 11 : <i>Tentez votre chance !</i> <input type="checkbox"/> GC : Revise all grammar points <input type="checkbox"/> Do some listening comprehension exercises from <i>Etincelle</i> magazine and tape
Independent Learning	<input type="checkbox"/> Revise all <i>champs sémantiques</i> for <b>TEST 3</b> <input type="checkbox"/> Practise for the <b>ORAL EXAM</b> with a partner
WEEK 12	TEST 4 on Wednesday 11 October, 11 am ORAL EXAM 9 - 13 October 2006
Lecture 1	No lecture
Lecture 2	<b>TEST 4</b> [compréhension orale]
Tutorial 1	No tutorial: <b>ORAL EXAM</b>
Tutorial 2	No tutorial: <b>ORAL EXAM</b>
LLC	<input type="checkbox"/> Do some listening comprehension exercises : <i>Etincelle</i> magazine and tape / <i>Pas de problème / Cartes postales</i> <input type="checkbox"/> Work on pronunciation : Pronunciation Tutor / The Rhythm of French
Independent Learning	<input type="checkbox"/> Revise all <i>champs sémantiques</i> for <b>TEST 4</b> and the <b>ORAL EXAM</b> <input type="checkbox"/> Practise for the <b>ORAL EXAM</b> with a partner

### **General University policies and statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### **Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### **Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### **Academic integrity and plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

**Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

**Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.