

Names and contact details

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| Course Coordinator and Lecturer: | Associate Professor Jean Anderson Office: vZ513 Phone: 463 5797 Email: jean.anderson@vuw.ac.nz |
| Tutors: | Dr Keren Chiaroni Office : vZ514 Phone : 463 5798 Email : keren.chiaroni@vuw.ac.nz |
| | Luc Arnault Office : vZ605 Phone : 463 7593 Email : luc.arnault@vuw.ac.nz |
| | Marie le Rouzic Office: vZ508 Phone: 463 6875 Email: marie.lerouzic@vuw.ac.nz |
| Administrators: | Nina Cuccurullo Office: vZ610 Phone: 463 5293 Email: nina.cuccurullo@vuw.ac.nz |
| | Sarah Walton Office: vZ610 Phone: 463 5318 Email: sarah.walton@vuw.ac.nz |
| | School Office hours: 9.00am to 4.30pm Monday to Friday |
| Contact Person for Māori and Pasifika Students: | Dr Vanessa Frangville Office: vZ703 Phone: 463 6463 Email: vanessa.frangville@vuw.ac.nz |
| Contact Person for Students with Disabilities: | Dr Margaret Sutherland Office: vZ615 Phone: 463 5975 Email: margaret.sutherland@vuw.ac.nz |
| School Website: | www.victoria.ac.nz/slc |

Communication of additional information

Additional information will be provided in class and/or posted on the FREN noticeboard, vZ Level 5 next to vZ510 and on Blackboard.

Prescription

This course is a continuation of work done in FREN 201 in all four language skills: reading, writing, listening, speaking. By the end of this course, students will acquire knowledge of French grammar and vocabulary approximately equivalent to level B1 – B2 in the Common European Framework. 100% internal assessment.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Communicate orally with grammatical, lexical and phonological accuracy about the issues covered in the course (oral and aural skills).
2. Be proficient in the four skills of reading, writing, listening and speaking of French to a minimum proficiency level of B1 – B2 in the Common European Framework.
3. Show competence in the written skills of *dissertation*.
4. Show competence in the written skills of *résumé de texte*.
5. Demonstrate knowledge of French grammar and to transfer and adapt known structures to convey meaning in new contexts.
6. Show mastery of vocabulary related to cultural, historical and social elements covered by the course.

Teaching format

FREN 202 aims to develop and refine skills in written expression, aural and written comprehension and to equip students to express themselves orally in semi-formal debate, informal conversation and in the specified written formats.

Students who pass the course will have a clear understanding of the basic rules of the French *dissertation* and will be able to produce well-structured, well-written texts. They will have refined their listening skills through the linguistic and thematic analysis of audiovisual material in class. They will be able to participate in informal and semi-formal discussions and debates in French on topics covered in the course.

Students must attend 2 lectures and 2 tutorials per week.

The Monday lecture of each week will focus on the tools needed for improving formal writing skills and will also address specific grammar points.

The Tuesday lecture will help students improve comprehension through the linguistic and thematic analysis of aural and written texts. During the two weekly tutorials, students will have the opportunity to develop formal and informal written (Tuesday) and oral skills (Thursday/Friday).

Students are expected to respond to feedback provided in the Monday written skills tutorial (by checking over their work after class and bringing questions that arise to the next tutorial) and to participate fully in oral discussions in the Thursday/Friday tutorial. This means both speaking and listening to others. Participation is more important than perfect delivery although it is expected that students will respond to guidance from the tutor on how to improve their skills.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend 80% of tutorials
2. Complete all the assignments
3. Sit all the tests

Workload

In line with The University Assessment Handbook, students are expected to devote 13 hours per week on average to a course of this level: i.e. 9 hours of individual study on top of the 4 hours of class work. Overall for a 20 point course, 200 hours are expected. 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.

Students are also responsible for acquiring vocabulary, idioms and grammar as they are taught. Daily independent learning is necessary. Students should anticipate spending 10 to 15 hours on assignments.

Assessment

The course is entirely internally assessed. Assignments, oral group presentations, continuous written assessments 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.

| Assessment items and workload per item | | % | CLO(s) | Due date |
|--|---|-----|------------|---|
| 1 | Test 1 (listening) – 50 mins | 20% | 2, 3, 4 | 7 August (week 4) |
| | Draft <i>dissertation</i> (optional) see <i>dissertation</i> | N/A | | 21 August (week 6) |
| 2 | Assignment 1 <i>dissertation</i> – 850–1000 words | 25% | 2, 3, 5, 6 | 19 September (week 8) |
| 3 | Assignment 2 <i>résumé de texte</i> – word limit as instructed, depending on source text selected | 20% | 2, 4, 5, 6 | 25 September (week 9) |
| 3 | Test 2 (<i>résumé de texte</i>) – 50 mins | 20% | 2, 4, 5, 6 | 9 October (week 11) |
| 3 | Oral interview (10 minutes) | 15% | 1, 5, 6 | Weeks 11-12 in tutorial times (see below) |

Tests 1 and 2 will be conducted during THURSDAY lecture times. The oral interview will take place where possible in scheduled tutorial times for week 12. Depending on student numbers, other times may be scheduled in Weeks 11 and/or 12.

The *dissertation* and *résumé* assignments are to be completed by students in their own time.

Submission and return of work

All assignments must include a cover sheet available from the School of Languages and Cultures (SLC) Office. Assignments are to be dropped in to the French assignment slot located to the left of the SLC Office on the 6th floor of von Zedlitz.

In addition, students will be required to **provide an electronic copy of all assignments listed above**. (See Turnitin). These should be uploaded to the Blackboard link.

Students will be able to collect marked work from the SLC Office on the 6th floor of von Zedlitz between the hours of 10am and 2pm each day. A Student ID card will need to be shown to collect work.

Extensions and penalties

Any problem regarding deadlines should be discussed in advance with the Course Coordinator.

Assignments must be submitted by the due date (*see Assessment, above*). Extensions for assignments should be requested from the Course Coordinator as early as possible before the deadline. If no prior arrangement is made, late assignments will be subject to the following penalties:

5% deducted for the first day late

2% per day thereafter for a maximum of 8 days

Work submitted more than 8 days after the due date will not be marked. A zero mark will be assigned.

Tests should be sat at the scheduled time (*see Assessment above*). For students who are unable to sit a test due to extraordinary circumstances such as health problems or a family bereavement, alternative arrangements 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. If the Course Coordinator has not been contacted by that day, a fail grade may be awarded.

Set texts

Alter Ego+3, B1 Cahier d'activités avec 1 CD Audio (Exercise Book), Pons, Trévisiol, Veillon-Leroux, Hachette Français Langue Etrangère, 2013

Alter Ego+3, B1 Méthode de français avec 1 Cédéron (Textbook), Pons, Dollez Hachette Français Langue Etrangère, 2013

Recommended:

A good grammar book is also recommended, such as Schaum's *Outline of French Grammar*. A copy of this can be consulted in the self-access area of the Language Learning Centre.

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at www.vicbooks.co.nz. Orders and enquiries can be emailed to enquiries@vicbooks.co.nz.

Class representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students. Class reps will attend a meeting with the Head of School to discuss how the course is going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the VUWSA website: www.vuwsa.org.nz

Student feedback

We are using a new textbook as a basis for course material in Fren 201 this year. Student feedback will thus be sought on new content and approaches at the end of trimester 1.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

PASS (Peer Assisted Study Support) — “smart students know how to PASS”

PASS groups are weekly study sessions, led by students who excelled in their courses last year. Study group leaders will not give students the answers, but will help them to reinforce subject understanding and develop strategies for success.

Listen out for session times in class; sign up online in Week 2; PASS begins in Week 3. For more information, check out: www.victoria.ac.nz/st_services/slss/whatweoffer/pass.aspx

Language Learning Centre (LLC)

The Language Learning Centre (LLC) is the University’s technology-rich, multimedia centre supporting language learning.

At the LLC you can practise and extend your language learning. You can:

- Find materials to support your language studies, including dictionaries, textbooks and graded readers.
- Study independently using language learning software, audio material and DVDs.
- Find a welcoming environment with services and events, and onsite assistance and support for languages
- Become a Language Buddy or find a conversation group.

Visit the LLC on Level 0, von Zedlitz Building and take a look at our website www.victoria.ac.nz/llc

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.

Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party

Course programme

Weeks 1-2: Dossier 5 of Alter ego + B1 « J’agis » / Focus on *dissertation*

Weeks 3-4: Dossier 7 of Alter ego + B1 « Je sauvegarde » / Focus on *dissertation*

Weeks 5-6: Dossier 7 of Alter ego + B1 « Je sauvegarde » / Focus on *dissertation*

Weeks 7-8: Dossier 8 of Alter ego + B1 « Je juge » / Focus on *résumé de texte*

Weeks 9-10: Dossier 8 of Alter ego + B1 « Je juge » / Focus on *résumé de texte*

Weeks 11-12 Dossier 9 Alter ego + B1 « Je juge » / Revision and oral assessment

Weeks 1-6

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| WEEK 1 | <p>INTRODUCTION Monday 14 July (J’agis 1)</p> <p><i>Sign up via S-cubed for 1 writing and 1 oral tutorial. Remember to set your VUW mailbox to forward emails to the address you do use, if you’re not going to check the VUW one often. No writing tutorials this week. Please use your Tuesday tutorial time to visit Level 0 of von Zedlitz if you don’t already know about the Language Learning Centre and its fantastic language learning resources. Report to the main counter on level 0.</i></p> |
| Lecture: Monday 14 July | <p>Introduction</p> <p>Présentation du cours, discussion des contrôles; buts et objectifs; Introduction à la dissertation</p> |
| Writing Tutorial: Tuesday 15 July | <p>Nul</p> <p>Visite du Language Learning Centre, mardi 13h à 13h30</p> |
| Lecture: Thursday 17 July | <p>Dossier 5: J’agis</p> <p>Pleins feux sur la dissertation Pleins feux sur le gérondif / exprimer le but</p> <p>Livre,* p. 89 ‘point langue’ ; s’exercer pp. 96-97</p> <p>Révision du conditionnel de non-confirmation (Cahier,* dossier 4, p. 43; voir aussi livre p. 206)</p> |
| Oral Tutorial: Thursday 17 / Friday 18 July | <p>Introduction: procédures et objectifs</p> <p>Discussion - voir livre p. 85 “Ego pour / égo contre”</p> <p>Ecoute - livre pp. 88-89: expressions pour encourager etc</p> |
| Self study tasks: | <p>Préparez les exercices du livre pour la semaine prochaine.</p> <p>Dans le cahier, faites les exercices du dossier 5, pp. 44-47 (réponses, pp. 98-99)</p> |

* NOTEZ: *Alter ego+* consiste de deux livres: le LIVRE et le CAHIER d’exercices.

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| WEEK 2 | Monday 21 July: J'agis (2) Dossier 5 |
| Lecture: Monday 21 July | Objectifs linguistiques: exprimer le but Point langue, livre p. 92 : voir aussi p. 211 Livre, pp. 96-97 |
| Writing Tutorial: Tuesday 22 July | Production écrite : les indignés. Avant la classe, lisez le texte de Magali Hamon (livre p. 91). Pour quelqu'un qui ne saurait pas de quoi il s'agit, expliquez ce que sont les indignés. Dans le contexte néo-zélandais, pensez-vous qu'il faut s'indigner? De quoi? |
| Lecture: Thursday 24 July | Objectif pratique de l'écrit: dissertation (2) Exercice à faire en classe |
| Oral Tutorial: Thursday 24 / Friday 25 July | Production orale Osez la gentillesse, livre p. 95. |
| Self study tasks: | Dans le livre, faites les exercices pp. 96-97 qui n'ont pas été faits en classe. Dans le cahier, faites les exercices pp. 50-51; et les exercices pp. 52-53 (réponses p. 99) |
| WEEK 3 | Monday 28 July: Je me cultive / Je sauvegarde (1) Dossiers 6 / 7 |
| Lecture: Monday 28 July | Objectifs linguistiques (grammaire/vocabulaire) L'interrogation et le discours rapporté Livre, point langue p. 106; point langue p. 107; p. 209 |
| Writing Tutorial: Tuesday 29 July | Production écrite Ex. 1: le discours rapporté (exercice de ré-écriture et exercice de composition libre) |
| Lecture: Thursday 31 July | Compréhension orale: préparation au test Révision des pronoms relatifs; le subjonctif (livre p.115) |
| Oral Tutorial: Thursday 31 July / Friday 1 August | Production orale A PREPARER AVANT LA CLASSE Trouvez des renseignements sur un/e artiste francophone et établissez une fiche biographie pour lui / elle. Réfléchissez aussi à des questions d'interview (voir exemples, livre p. 113). Imaginez que votre artiste travaille pour un organisme caritatif ou humanitaire. Dans la classe, par paires, donnez votre fiche à votre partenaire et interviewez-le /-la. Pour terminer, rédigez ensemble un bref rapport sur votre vedette pour la radio... |
| Self study tasks: | Faites les exercices du cahier pp. 56-57 (réponses p. 99); Préparez la tâche de la classe de production orale (voir livre p. 113) Faites les exercices du livre (S'exercer, pp. 114-115, exs. 3, 4, 5, 13) |
| WEEK 4 | Monday 4 August : Je sauvegarde (2) TEST 1 COMPRÉHENSION ORALE Thursday 7 AUGUST |
| Lecture: Monday 4 August | Objectifs linguistiques (grammaire/vocabulaire) Le futur et le futur antérieur (livre, point langue p. 124): S'exercer, livre pp. 132-133, exs. 3, 4, 6, 7, 8) |
| Writing Tutorial: | Production écrite: cahier p. 66, ex. 4: mettez les 4 organismes environnementaux dans l'ordre de priorité qui vous semble le plus apte, |

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| Tuesday 5 August | du plus au moins important: justifiez l'ordre que vous avez choisi, en expliquant la valeur de chacun. |
| Lecture: Thursday 7 August | TEST 1: COMPREHENSION ORALE IN CLASS |
| Oral Tutorial: Thursday 7 / Friday 8 August | Production orale Ecoute de la chanson "Respire": répondez aux questions 1-4 p. 121. Quiz écolo, cahier p. 64; ex. 5 p. 66. Discussion / exercice de vocabulaire: à quoi bon agir écolo? (structure pour / contre) |
| Self study tasks: | Cahier, pp. 67-68, exs. 1, 2, 3, 4, 5. Travail sur la dissertation |