



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES  
SCHOOL OF LANGUAGES AND CULTURES**

**FRENCH PROGRAMME  
FREN 316 FRENCH LANGUAGE 3B  
20 POINTS**

**TRIMESTER 2 2014**

**Important dates**

**Trimester dates:** 14 July to 16 November 2014

**Teaching dates:** 14 July to 17 October 2014

**Mid-trimester break:** 25 August to 7 September 2014

**Study week:** there is no examination in this course, all teaching and assessment will be completed by 17 October 2014

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Names and contact details**

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**School Website:** [www.victoria.ac.nz/slc](http://www.victoria.ac.nz/slc)

### Class times and locations

<b>Lectures:</b>	Tuesday	2.10pm – 3.00pm	AM (Alan MacDiarmid) 106
	Thursday	2.10pm – 3.00pm	AM (Alan MacDiarmid) 106
<b>Tutorials:</b>	(speaking)		
	Monday	2.10pm – 3.00pm	vZ (von Zedlitz) 510
	or		
	Monday	3.10pm – 4.00pm	vZ (von Zedlitz) 510
<b>AND</b>	(reading, writing, listening)		
	Wednesday	2.10pm – 3.00pm	MY (Murphy) 301
	or		
	Wednesday	3.10pm – 4.00pm	MY (Murphy) 301

Students must enrol in their tutorial groups **before the beginning of the trimester** by signing up using the S-cubed system at this address: <https://signups.victoria.ac.nz>. Students must remain in their allotted group for the whole course, unless a change is authorised by the Course Coordinator.

### Communication of additional information

Further course information is placed on Blackboard, and/or may be passed on in class. It is the responsibility of students to keep up-to-date and check Blackboard regularly.

### Prescription

This course builds on FREN 315. Skills such as vocabulary learning, reading and listening comprehension, *résumé* and speaking are taught. Techniques to foster independent learning and revision of grammar are also integrated. Students will reach a level equivalent to B2/C1 of the European Common Framework for Languages.

### Course content

See *Programme du cours* at the end of this course outline.

### Course learning objectives (CLOs)

FREN 316 aims to develop communicative competence and accuracy in speaking, listening, reading, and writing at a level equivalent to B2/C1 of the European Common Framework for Languages. At the end of the course, students should be able:

1. reach autonomy in writing, reading, speaking and listening in French on the topics studied

2. understand in detail, including cultural references, not previously known written and spoken authentic texts in French relating to the studied topics
3. know and apply all aspects of grammar
4. know a varied, precise and accurate French vocabulary in the studied areas
5. know and use the techniques of listening and reading comprehension, speaking and *résumé*
6. adjust to French ways and cope with most communicative interaction in French
7. reach accuracy, fluency and sophistication in writing and speaking in the topics covered

### Teaching format

Students must attend **four** hours of classes per week, **all starting in the first week of the trimester**. They must be enrolled in their **two** tutorial groups before the start of the trimester.

This second-trimester language course consists of 2 lectures and 2 tutorials per week over 12 weeks. One tutorial per week is dedicated to speaking. Reading comprehension, listening comprehension, writing skills and techniques, as well as vocabulary and grammar, are covered in lectures and the other tutorial. Advice and guided tasks are provided with the aim to progressively get students to perform at a level equivalent to B2/C1 level of the European Common Framework of Languages in the four skills. Autonomous work, preparation for classes and an active participation in both lectures and tutorials are required.

### Mandatory course requirements

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

1. **attend at least 80% of their lectures and tutorials**
2. **complete all assignments and tests on due dates**

Failure to meet any one of these requirements means failing the course.

### Workload

In line with the University Assessment Handbook, this course requires **13 hours of study per week** during the whole trimester (200 hours for the whole course). Besides attending the **four** scheduled classes each week, students are required to do preparation work **before** going to class, actively participate in class, work regularly in an autonomous way and complete all assignments and tests as scheduled.

Students should also regularly study, read and listen to French in the Language Learning Centre (VZ level 0) in their own time. There are computer programmes and CDs in French for remedial and autonomous work (grammar, pronunciation, listening comprehension, reading), as well as reference books (grammar, dictionaries, encyclopaedias). News in French can also be viewed at the LLC.

### Assessment

Assignments and tests are timed to ensure that grammar, vocabulary, culture, techniques and skills are assimilated as the course progresses. They are designed to encourage students to work regularly and to assess their communicative and accurate use of French in the four skills. Copying and plagiarism are not tolerated.

**All assignments and tests must be completed to be able to pass the course. Assignments must be handed in class on the due date and tests should be sat at the scheduled time.** Any problem regarding deadlines for assignments and dates for tests should be discussed **as early as possible** with the Course Coordinator. **Extensions for assignments are granted only for a valid reason and should be requested from the Course Coordinator as early as possible before the deadline. Students who fail to sit a test must contact the course coordinator before the end of the day the test is scheduled and will be granted a replacement test only on presentation of a certificate.**

Assessment items and workload per item		%	CLO(s)	2014 Due date
1	Assignment: compréhension écrite (reading comprehension)	20%	1,2,3,4,5	Tuesday 5 August (2-5 hours)
2	Test: compréhension orale (listening comprehension)	20%	1,2,4,5	Tuesday 19 August 50 minutes
3	Test: compréhension écrite (reading comprehension)	20%	1,2,4,5	Thursday 21 August 50 minutes
4	Test: résumé (writing of a summary in French)	20%	1,2,3,4,5,6,7	Thursday 2 October 50 minutes
5	Test individuel d'expression orale (speaking)	20%	1,3,4,5,6,7	13-17 October 10 minutes

### Submission and return of work

Assignments must be posted in the FRENCH assignment slot situated to the left of the SLC Office (vZ Level 6) by 4 pm on the due date. Each assignment must include a signed SLC coversheet.

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

### Extensions and penalties

Assignments must be handed in on the due date. If no prior extension has been granted, any late assignment will be awarded a zero mark. Failure to hand in an assignment is failing the course.

Tests should be sat at the scheduled time. Students who cannot sit a test must contact the Course Coordinator before the end of the day the test is scheduled and will be granted a replacement test only on presentation of a certificate. Failure to sit a test is failing the course.

### Set text

2014 FREN 316 studyguide, available from VicBooks, Ground Floor, Easterfield Building, Kelburn Parade. It can also be ordered online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz). Orders and enquiries can be emailed to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

### Recommended materials

*Conjugaison française*, Libro

*Grammaire française*, Libro

*Orthographe française*, Libro

*Pièges et difficultés de la langue française*, Jean Girodet, Bordas, 1988

*Le Nouveau Petit Robert* (dictionary)

*Le Petit Larousse* (dictionary with proper nouns)

*New Zealand English/French Dictionary*, Ewen Jones & Myreille Pawliez (New Zealand terms in French)

*Le Quid* (cultural references)

A selection of audio-visual materials and computer programmes are available at the LLC for remedial and

autonomous work.

### 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](http://www.vuwsa.org.nz)

Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

### Student feedback

Responses to feedback on this course will be discussed in class and/or delivered via Blackboard.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

### Language Learning Centre (LLC)

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

At the LLC, students can practise and extend their language learning. They can:

- Find materials to support their 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.

The LLC is on Level 0, von Zedlitz Building. Its website is: [www.victoria.ac.nz/llc](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)

- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://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](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

# Programme du cours 2014

TD 1	Monday	2.10 pm or 3.10 pm	speaking
Lect. 1	Tuesday	2.10 pm	writing, reading, listening
TD 2	Wednesday	2.10 pm or 3.10 pm	writing, reading, listening
Lect. 2	Thursday	2.10 pm	writing, reading, listening

<b>Semaine 1</b> 14-18 juillet L'immigration	TD 1	Pas de cours
	Lect. 1	Présentation du cours
	TD 2	Listes d'idées pour l'expression orale
	Lect. 2	Pour améliorer le vocabulaire : le champ sémantique
<b>Semaine 2</b> 21-25 juillet	TD 1	Expression orale: Quelles sont les minorités importantes issues de l'immigration en France ? Quelles sont leurs différences religieuses et culturelles ? Sont-elles bien intégrées ?
	Lect. 1	Compréhension écrite: techniques
	TD 2	Compréhension écrite: exercice A (guidé : travail préliminaire)
	Lect. 2	Compréhension écrite: exercice A (guidé : écrire les réponses)
<b>Semaine 3</b> 28 juillet-1 août	TD 1	Expression orale: La France est-elle un pays multiculturel ?
	Lect. 1	Compréhension écrite: exercice B (autocorrectif)
	TD 2	Quiz sur l'immigration en France: vocabulaire et culture La loi française de 2011
	Lect. 2	Compréhension écrite: exercice C (autocorrectif)
<b>Semaine 4</b> 4-8 août	TD 1	Expression orale: Les nations non musulmanes devraient-elles accepter le port du voile intégral dans les institutions et les lieux publics ?
	Lect. 1	<b>Rendre le devoir de compréhension écrite</b> Compréhension orale: techniques
	TD 2	La polygamie en France
	Lect. 2	Compréhension orale: exercice A (guidé)

<b>Semaine 5</b> <b>11-15 août</b>	<b>TD 1</b>	Expression orale: La France devrait-elle autoriser la polygamie aux familles africaines musulmanes immigrées ?
	<b>Lect. 1</b>	Compréhension orale: exercice B (autocorrectif)
	<b>TD 2</b>	Mise au point: vocabulaire, culture, grammaire
	<b>Lect. 2</b>	Compréhension orale: exercice C (autocorrectif)
<b>Semaine 6</b> <b>18-21 août</b>	<b>TD 1</b>	Expression orale: révision et entraînement - La France est-elle un pays multiculturel ? - Les nations non musulmanes devraient-elles accepter le port du voile intégral dans les institutions et les lieux publics ? - La France devrait-elle interdire la polygamie aux familles africaines musulmanes immigrées ?
	<b>Lect. 1</b>	<b>Test: compréhension orale</b>
	<b>TD 2</b>	Mise au point : vocabulaire, culture, grammaire
	<b>Lect. 2</b>	<b>Test: compréhension écrite</b>

Vacances: 23 août-7 septembre

<b>Semaine 7</b> <b>8-12 sept.</b> <b>La Nouvelle-Zélande</b>	<b>TD 1</b>	Remue-méninges: la Nouvelle-Zélande (géographie physique, climat, sites touristiques)
	<b>Lect. 1</b>	Résumé: techniques
	<b>TD 2</b>	Expression orale: La Nouvelle-Zélande devrait-elle promouvoir le tourisme ?
	<b>Lect. 2</b>	Résumé: exercice A (guidé: compréhension du texte)
<b>Semaine 8</b> <b>15-19 sept.</b>	<b>TD 1</b>	Remue-méninges: la Nouvelle-Zélande (population, organisation politique)
	<b>Lect. 1</b>	Résumé: exercice A (guidé: sélection des idées)
	<b>TD 2</b>	Expression orale: La Nouvelle-Zélande est-elle un pays multiculturel ?
	<b>Lect. 2</b>	Résumé: exercice A (guidé: rédaction du résumé)
<b>Semaine 9</b> <b>22-26 sept.</b>	<b>TD 1</b>	Expression orale: informations et conseils pour l'entrevue individuelle, organisation de l'épreuve
	<b>Lect. 1</b>	Résumé: exercice B (autocorrectif)
	<b>TD 2</b>	Quiz sur la Nouvelle-Zélande
	<b>Lect. 2</b>	Résumé: exercice C (autocorrectif)



<b>Semaine 10</b> <b>29 sept.-3 oct.</b>	<b>TD 1</b>	Expression orale: entraînement à l'entrevue individuelle - La France est-elle un pays multiculturel ? - Les nations non musulmanes devraient-elles accepter le port du voile intégral dans les institutions et les lieux publics ? - La France devrait-elle interdire la polygamie aux familles africaines musulmanes immigrées ? - La Nouvelle-Zélande est-elle un pays multiculturel ? - La Nouvelle-Zélande devrait-elle promouvoir le tourisme ?
	<b>Lect. 1</b>	Résumé: exercice D (autocorrectif)
	<b>TD 2</b>	Vocabulaire pour s'exprimer à l'oral
	<b>Lect. 2</b>	<b>Test: résumé</b>
<b>Semaine 11</b> <b>6-10 oct.</b>	<b>TD 1</b>	Expression orale: entraînement à l'entrevue individuelle
	<b>Lect. 1</b>	Expressions et mots de liaison utiles pour s'exprimer à l'oral
	<b>TD 2</b>	Expression orale: entraînement à l'entrevue individuelle
	<b>Lect. 2</b>	Révision de vocabulaire pour le test d'expression orale
<b>Semaine 12</b> <b>13-17 oct.</b>	<b>TD 1</b>	<b>Tests individuels d'expression orale</b>
	<b>Lect. 1</b>	<b>Tests individuels d'expression orale</b>
	<b>TD 2</b>	<b>Tests individuels d'expression orale</b>
	<b>Lect. 2</b>	<b>Tests individuels d'expression orale</b>