



School of English, Journalism  
& European Languages

---

## UNIT OUTLINE

### HEF215

### French Language 2A

Semester 1, 2006

[www.utas.edu.au/french/language/index.htm](http://www.utas.edu.au/french/language/index.htm)

[www.utas.edu.au/french/language/ventenpoupe/titres.htm](http://www.utas.edu.au/french/language/ventenpoupe/titres.htm)

<b>Convenor:</b>	<b>Dr Bert Peeters</b> <b>Room: HUM 568</b> <b>Phone: 6226 2344</b> <b>Email: <a href="mailto:Bert.Peeters@utas.edu.au">Bert.Peeters@utas.edu.au</a></b>
<b>Consultation hours:</b>	Monday 3-4 pm, Wednesday 2-3 pm
<b>Unit description:</b>	HEF215 is an advanced post-TCE course which places its main emphasis on the development of a sound command of the four language skills of listening, reading, speaking and writing. Modes of assessment are varied and include traditional homework and internet activities.
<b>Unit aims and objectives:</b>	To enable students: <ol style="list-style-type: none"><li>1. to consolidate and expand their knowledge of the French language, in all its forms, and increase their awareness of French culture and civilisation</li><li>2. to finetune their listening, reading, speaking and writing skills in a major language other than English</li><li>3. to gain a better sense of the French language as it is used today</li><li>4. to prepare for more advanced study of the language at the 300 level.</li></ol>
<b>Learning outcomes:</b>	Successful completion of this unit will provide students with: <ol style="list-style-type: none"><li>1. new knowledge, esp. in the areas described in the unit aims and objectives (above)</li><li>2. improved listening and reading skills in a language other than English</li><li>3. improved communication skills, both spoken and written, in a language other than English</li><li>4. greater confidence to behave as responsible world citizens in an increasingly complex world</li></ol>
<b>Required texts:</b>	Cécile Fay-Baulu, Hélène Poulin-Mignault, Hélène Riel-Salvatore, <i>Vouloir... c'est pouvoir : ou La grammaire apprivoisée</i> , Toronto, Nelson, 2004 (quatrième édition)
<b>When taught:</b>	Semester 1, 2006 – 3 x 1 hr interactive sessions weekly

	Group A: Monday 1-2 pm, Tuesday 9-10 am, Friday 1-2 pm Group B: Monday 2-3 pm, Tuesday 10-11 am, Friday 2-3 pm
<b>Assessment:</b>	4 written assignments (20%), 2 aural tests (20%), oral test (Week 13) (20%), 2-hr written exam (40%)

## MATERIALS

HEF215 is a **web-supported** unit. Its backbone is an on-line French course for intermediate students called *Le vent en poupe* (see URL on previous page). The web materials provide all that is needed for students to effectively prepare for the interactive sessions scheduled on Monday, Tuesday and Friday, including grammar notes, vocabulary lists, topics for conversation and instructions for written assignments. The **required text**, on the other hand, contains a wealth of exercises. Of these, some will be corrected and/or commented on in class; for the majority, an answer key is provided, enabling students to engage in independent learning. There are no rules as to the number of exercises in the latter category that students are expected to complete: some will be able to complete more exercises than others, depending on individual circumstances.

Little or no time will be devoted to the **explanation of grammatical terms**. Students who feel they need extra guidance are encouraged to read and consult in their own time either of the following:

- Jacqueline Morton, *English grammar for students of French*, The Olivia and Hill Press
- C. Frederick Farrell Jr., *Side by side French & English grammar*, McGrawHill

## LECTURE/SEMINAR SCHEDULE

- **As a general rule, classes will be conducted in French, with as little use of English as possible.**
- **Preparation of all exercises identified for correction in class is absolutely essential.**
- **The basic structure of the unit is dictated by the web materials; exercises in the required text will be “reordered” accordingly.**

Sem	Date	Activité	Matériaux	Soumission électronique avant midi le
1	27/02	Présentation du cours		
1	28/02	Présentation du site web		
<b>Chapitre premier : La famille et la maison + Test de compréhension auditive (1)</b>				
1	03/03	Grammaire : Indicatif présent Exercices : Pré-test – <i>au présent</i> ; exc. : n° 18 (passé composé) Thème	Site web  p. 186 Distribué	
2	06/03	Grammaire : Imparfait et passé composé Exercices : Ia, IIa, III Exercices facultatifs : Ib, IIb, IV	Site web  pp. 188-190 pp. 188-192	
2	07/03	Grammaire : Imparfait et passé composé (suite)	Site web	

		Exercices : Thèmes	Distribués	
2		Activité écrite (devoir alternatif : chap. 3) Un diable dans la maison...	Site web	08/03
2	10/03	Cours de conversation : Faisons connaissance...		
3	14/03	Test de compréhension auditive		
3	17/03	Cours de conversation : On déménage !	Site web	
<b>Chapitre deux : Vêtements et accessoires</b>				
4	20/03	Grammaire : Adjectifs et adverbes Exercices : IIa, Pré-test Thèmes Exercices facultatifs : I, IIb, III, IV, V, XI	Site web  pp. 42-47 Distribués pp. 46-55	
4	21/03	Grammaire / Exercices (continuation)		
4		Activité écrite (devoir alternatif : chap. 4) Lettre à un ami	Site web	22/03
4	24/03	Cours de conversation : Conseils pour le weekend	Site web	
<b>Chapitre trois : Repas et recettes</b>				
5	27/03	Grammaire : Plus-que-parfait Exercices : VIII Thème Exercices facultatifs : V, VII, X	Site web  p. 196 Distribué pp. 193-199	
5	28/03	Grammaire : <i>Depuis</i> Exercices	Site web Distribués	
5		Activité écrite (devoir alternatif : chap. 1) Le dîner de mes rêves	Site web	29/03
5	31/03	Cours de conversation : 3000 secondes	Site web	
<b>Chapitre quatre : Au restaurant</b>				
6	03/04	Grammaire : Impératif ; verbes pronominaux ; pronoms personnels Exercices : IIIa, Va, Vb, VIII, X Thèmes Exercices facultatifs : Pré-test, Ia, Ib, IIa, IIb, IIIb, IIIc, IVa, Ivb, IVc, VI, VII, IX	Site web  pp. 114-127 Distribués pp. 108-125	
6	04/04	Grammaire / Exercices (continuation)		
6		Activité écrite (devoir alternatif : chap. 2) Une soirée inoubliable au Miramar	Site web	05/04
6	07/04	Cours de conversation : Un dîner en ville	Site web	
<b>Chapitre cinq : Sentiments et émotions</b>				
7	10/04	Grammaire : <i>C'est / il est</i> Exercices : Exercices à trous / Thèmes	Site web  Distribués	
7	11/04	Grammaire : Subjonctif (I) Exercices : VII, VIII Thèmes Exercices facultatifs : Ia, Ib, IV, Va, Vb	Site web  pp. 245-246 Distribués pp. 235-243	
7		Activité écrite (devoir alternatif : chap. 7) La dégradation du capitaine Alfred Dreyfus	Site web	12/04
7	21/04	Cours de conversation : TOPIC TO BE ANNOUNCED	Site web	
<b>Tests de compréhension auditive</b>				
8	24/04	Test de compréhension auditive (2)		

8	28/04	Test de compréhension auditive (3)		
<b>Chapitre six : Le travail et le chômage</b>				
9	01/05	Grammaire : Pronoms relatifs et subordonnées relatives Exercices : A, B, C, D, E, Exercice oral XI, VIb Thèmes Exercices facultatifs : Pré-test, Ia, II, IV, V, VIa, VII, VIII, IX, X	Site web  pp. 145-151 Distribués pp. 135-149	
9	02/05	Grammaire / Exercices (continuation)		
9		Activité écrite (devoir alternatif : chap. 8) A la recherche d'un boulot à Perwez	Site web	03/05
9	05/05	Cours de conversation : La parité dans la vie professionnelle	Site web	
<b>Chapitre sept : Les études</b>				
10	08/05	Grammaire : Accord du participe passé Exercices : VI Thèmes Exercices facultatifs : I, II, III, V, VI	Site web  p. 170 Distribués pp. 165-170	
10	09/05	Grammaire / Exercices (continuation) Exercices : IVa, IVb, IVc Thème	pp. 167-168 Distribué	
10		Activité écrite (devoir alternatif : chap. 5) Un(e) élève difficile	Site web	10/05
10	12/05	Cours de conversation : Poisson d'avril	Site web	
<b>Chapitre huit : Les animaux et les plantes</b>				
11	15/05	Grammaire : Articles (1) Exercices : X Thèmes Exercices facultatifs : I, II, III, IV, VI, IX	Site web  p. 13 Distribués pp. 6-12	
11	16/05	Grammaire : Constructions négatives Exercices : X, XI Thèmes Exercices facultatifs : I, IIa, IIb, III, IV, V, VIa, VIb, VII, VIII, IX	pp. 299-300 Distribués pp. 290-298	
11		Activité écrite (devoir alternatif : chap. 6) Droit de réponse	Site web	17/05
11	19/05	Cours de conversation : TOPIC TO BE ANNOUNCED	Site web	
<b>Chapitre neuf : Les transports en commun</b>				
12	22/05	Grammaire : Les possessifs Exercices : VII IV, V Thèmes Exercices facultatifs : I, II, III	Site web  p. 10 pp. 30-31 Distribués pp. 27-29	
12	23/05	Grammaire / Exercices (continuation)		
12		Activité écrite (devoir optionnel) A Paris sans passeport	Site web	24/05
12	26/05	Cours de conversation : Le défi métro		

Chapitre dix : Les sondages				
13	29/05	Grammaire : Phrases interrogatives Exercices : III, IV, Va, X Thèmes Exercices facultatifs : I, II, Vb, VII, VIII, IX	Site web  pp. 261-270 Distribués pp. 260-268	
13	30/05	Grammaire / Exercices (continuation)		
13		Activité écrite (devoir optionnel) Questions et réponses	Site web	31/05
<b>Epreuves orales : 01/06, 02/06</b>				

## ASSESSMENT

### 1. 4 written assignments (« Activités écrites »)

The four written assignments assess learning outcomes 1 to 3 and are worth 20% of the final mark.

Four written activities are to be submitted either via e-mail (preferred) or on disk, at times specified in the lecture/seminar schedule. Disks will be returned. Students are expected to choose between assignments 1 and 3, 2 and 4, 5 and 7, and 6 and 8. If, in any set of two, both activities are submitted, a better mark will **cancel out** a poorer one. Assignments 9 and 10 are optional, and may be used to make up for work left unsubmitted, or to improve on previously scored results.

The easiest submission method is via the web forms provided on the *Le vent en poupe* website. The forms allow for direct typing of all text to be submitted; alternatively, you may choose to write up your work in a word processing program of your choice, after which you can easily transfer the text into the form, using copy and paste. If you prefer submission on disk, please note that your work must be produced in Word, Rich Text Format or text-only. Technical problems will be addressed as they arise.

Students are required to keep copies of all submitted assignments. Assignments will normally be returned within one week of the due date.

#### **How to Type Accented Characters on the Computers in the School Lab**

Access to the School's computer lab (opposite the Arts Lecture Theatre) is by means of a swipe card. More information is available from the School office. The keyboards in the lab have been configured to allow quick typing of accented characters. Here is how you do it:

é	=	' (next to "Enter") followed by 'e'
à, è, ù	=	` (top left corner) followed by vowel
â, ê, î, ô, û	=	^ (above 6) followed by vowel
ü	=	" (quotation mark) followed by vowel
œ	=	Alt-0156 (use the figure pad on the right of the keyboard)
ç	=	Control-Alt-comma

To type a vowel after inverted commas (‘ and ’), or to close inverted commas after a vowel, insert an extra space, e.g.:

“a                =        “-space-a  
u’                =        u-‘-space

The inverted comma won't appear until you press the space button.

PS – If you have a PC at home and you want to have the same settings on your own computer, open the Control Panel and find the tab allowing you to change the keyboard lay-out. Select “US-International”. You may need to insert your Windows CD-ROM when prompted. Macintosh users who require help should refer to the Helpdesk at the Morris Miller Library.

\* \* \*

## **2. 2 aural tests (« Tests de compréhension auditive »)**

The aural tests assess learning outcomes 1 to 3 and are worth 20% of the final mark.

Three aural tests which relate to topics associated with vocabulary acquired during semester will be held at times specified in the lecture/seminar schedule. The highest two marks will be counted towards the final unit assessment. The aural tests take the shape of a recorded passage, which will be played a number of times. Note-taking will be allowed at all times, and a three-minute silence will be observed during consecutive listening sessions. After the final session, an additional two minutes will be allocated, after which test sheets will have to be handed in.

**Students must arrive on time. There will be no additional listening sessions for those arriving late.**

\* \* \*

## **3. Oral test**

The oral test assesses learning outcomes 1 to 4 and is worth 20% of the final mark.

A ten-minute oral test will be held towards the end of week 13. Sample questions may be circulated ahead of time, but students must understand that any questions made available beforehand are not meant to be exclusive. The topic of the oral test will be related to material covered in the conversation tutorials. A roster will be made available on which students will be allowed to select the time slot at which they wish to take the test, on a first-come first-served basis.

\* \* \*

#### **4. 2-hour written examination**

The written examination assesses learning outcomes 1 to 4 and is worth 40% of the final mark.

The examination, to be held in June, relates to all aspects of the unit, and will be in the format of fifteen (15) mini-dialogues (i.e. a person A making a statement, a person B replying, and in some cases person A making a final contribution), to be translated into idiomatic French. All dialogues, irrespective of length and complexity, will be marked equally. Students are encouraged not to leave any gaps in their answers: gaps are the equivalent of a blank stare in face-to-face communication, and as such are an impediment to successful verbal interaction. If no appropriate translation can be found, a paraphrase should be used instead.

## ADDITIONAL INFORMATION

### E-Mail List "hef200-I"

All duly enrolled students have been automatically subscribed to an internal e-mail list called "HEF200-I". This list will be used to reduce communication of practical details in the classroom to a minimum. It may of course also be used as a chat list by students for students, and if you chat in French, it's even better (your teacher will notice, and be very favourably impressed – if it's not too faulty...).

E-mail addresses used to subscribe students to the list are those allocated to students by the University. They normally end in "@postoffice.utas.edu.au". One message has already been sent to the list below, and is repeated below.

Bonjour à tous et à toutes.

[An English version follows just in case...]

La liste hef200-I, ainsi que son nom l'indique, a été créée afin de faciliter la communication de détails d'ordre administratif, et aussi afin de promouvoir la communication – en français, dans la mesure du possible – entre les étudiants inscrits en deuxième année de français à l'Université de Tasmanie.

Pour envoyer un courriel (= un courrier électronique) à tous ceux qui sont abonnés, utilisez l'adresse [hef200-I@postoffice.utas.edu.au](mailto:hef200-I@postoffice.utas.edu.au). Vous vous exprimerez de préférence en français (quoique l'anglais ne soit pas proscrit, son usage sera activement découragé). Vous pourrez vous servir de la liste simplement pour bavarder, ou pour annoncer des films qui passeront à la télé ou au cinéma, des événements de toutes sortes, etc. Vous pouvez même raconter des blagues, pourvu que ce soit en français !

N'oubliez pas de vérifier votre courrier de façon régulière. Le succès de la liste dépend autant de vous que de moi. Bonne lecture !

Bert Peeters

-----

Dear all,

As suggested by its name, the hef200-I e-mail list has been created to facilitate communication of administrative details, and also to promote communication – in French, if at all possible – among students enrolled in second year French at the University of Tasmania.

To send e-mails to the entire list, address your message to [hef200-I@postoffice.utas.edu.au](mailto:hef200-I@postoffice.utas.edu.au). Do try to express yourself in French (even though English is not banned, its use will be actively discouraged). You may use the list for chatting, to tell the class about a film which is about to be screened on TV or in the movie theaters, or to publicize events of all kinds, etc. You may even tell jokes, as long as you do so in French!

Please check your e-mail regularly. The list's success depends as much on you as it does on me. Enjoy!

Bert Peeters

### Late Submissions

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

### The Marking System Explained

Students will be assessed on their ability to achieve the best possible balance between length (measured in number of words submitted) and error count. In most cases, the best submissions will score a high distinction, the worst a mere pass (or a fail). Please try to ensure that any work submitted falls within the suggested word limits (see each of the *activités écrites* for further details). Penalties will apply if instructions in general are not adhered to.

A bonus system for word length will apply, as follows. Submissions will be ranked according to length, with the shortest pieces above the suggested minimum limit attracting the lowest bonus, and the longest pieces below the suggested maximum limit attracting the second highest bonus. Pieces falling below the suggested minimum limit will attract a penalty, whereas those that meet or exceed the suggested maximum limit will attract the highest bonus. The same maximum bonus will apply to all pieces that exceed the suggested maximum word limit.

All work submitted will be marked in its entirety. All errors will be identified, irrespective of how many times they occur. No extra marks will be deducted for multiple occurrences of the same or a highly similar error. Some discretion on the part of the marker will of course be necessary here. Since a longer piece (with a higher bonus) may contain more errors than a shorter piece (with a lower bonus), there is a trade-off between the bonus for length and the deduction of marks for quality of language: a longer piece will attract a higher bonus but is likely to get a lower mark for language. In particular, students are asked to note that, if they choose to go beyond the suggested maximum word limit, their bonus will remain stable irrespective of length, whereas marks deducted will continue to vary according to the number of errors made.

### Retrieving Marked Work

Go to either of the following URLs:

<http://www.utas.edu.au/french/language/index.htm>

<http://www.utas.edu.au/french/language/ventenpoupe/corrections/corrections.htm>

When using the first URL, click on "Travaux corrigés" (under the HEF215 heading). In both cases, follow the instructions that appear on your computer screen.

### Annotations

Each marked piece will be followed by a table listing the categories of errors found in the submission. Categories are listed in decreasing order of frequency. This will enable students to determine with relative ease the areas of language competence that require further attention. The following is a list of categories, with summary explanations. "Short annotations" are those that appear in the body of a marked piece; the corresponding "long annotations" appear in the table following the submission. Where appropriate, short annotations will be followed by an endnote providing more information.

Short annotation: Accent(s)

Long annotation: accent(s) omis ou incorrect(s)

Explanation: missing or incorrectly placed accent (grave, acute, circumflex)

Short annotation: Accord(Adj)

Long annotation: adjectif(s) non ou mal accordé(s)

Explanation: agreement error on an adjective (e.g. *bon* instead of *bonne*)

Short annotation: Accord(PartP)

Long annotation: participe(s) passé(s) non ou mal accordé(s)

Explanation: agreement error on a past participle (e.g. *les cadeaux qu'ils ont donné* instead of *donnés*)

Short annotation: Accord(V)

Long annotation: verbe(s) qui ne s'accorde(nt) pas avec le sujet

Explanation: subject-verb agreement error (e.g. *je parles* instead of *je parle*)

Short annotation: Adverbe

Long annotation: faute(s) contre la grammaire des adverbes

Explanation: adverb related error (e.g. use of an adjective instead of an adverb, *bon* instead of *bien*)

Short annotation: Anglicisme  
Long annotation: anglicisme(s)  
Explanation: unwarranted "translation" from English (e.g. *avertissement* instead of *annonce*; cf. English *advertisement*)

Short annotation: Article  
Long annotation: faute(s) contre la grammaire des articles  
Explanation: article related error (including omission of the correct article)

Short annotation: Auxiliaire  
Long annotation: auxiliaire(s) omis ou incorrect(s)  
Explanation: missing or incorrect auxiliary (e.g. *ils venus* instead of *ils sont venus* / *ils ont venu* instead of *ils sont venus*)

Short annotation: Conjonction  
Long annotation: faute(s) au niveau des conjonctions  
Explanation: error against conjunctions (*et, ni, parce que, pour que...*)

Short annotation: Démonstratif  
Long annotation: adjectif(s) et/ou pronom(s) démonstratif(s) incorrect(s)  
Explanation: incorrect demonstrative (e.g. *cet école* instead of *cette école*)

Short annotation: Elision  
Long annotation: élision(s) omise(s) ou incorrecte(s)  
Explanation: missing or incorrect use of apostroph (e.g. *le arbitre* instead of *l'arbitre* / *l'maison* instead of *la maison*)

Short annotation: FormeVerbale  
Long annotation: verbe(s) incorrectement conjugué(s)  
Explanation: incorrectly conjugated verb (other than subject-verb agreement, tense or mood; e.g. *nous prenons* instead of *nous prenons*)

Short annotation: Genre  
Long annotation: faute(s) de genre  
Explanation: gender error (e.g. *la bureau* instead of *le bureau*)

Short annotation: Majuscule  
Long annotation: faute(s) contre l'emploi des majuscules  
Explanation: lower case instead of upper case or vice versa

Short annotation: Maladroit  
Long annotation: formulation(s) maladroite(s)  
Explanation: grammatically correct but nonetheless clumsy (unidiomatic) formulation

Short annotation: Mode  
Long annotation: mode(s) incorrect(s)  
Explanation: use of one mood for another (e.g. indicative instead of subjunctive; conjugated verb form instead of infinitive)

Short annotation: Mot(s)Manquant(s)  
Long annotation: tournure(s) incomplète(s)  
Explanation: one or more missing words not elsewhere categorized

Short annotation: Négation  
Long annotation: négation(s) mal formulée(s)  
Explanation: ill-formed negation (e.g. *je n'ai pas de l'argent* instead of *je n'ai pas d'argent*)

Short annotation: Nombre  
Long annotation: faute(s) de nombre  
Explanation: singular instead of plural or vice versa

Short annotation: Numéral

Long annotation: faute(s) contre l'emploi des numéraux

Explanation: all numeral related errors (e.g. *le pape Jean-Paul Ile* instead of *le pape Jean-Paul II*)

Short annotation: OrdreDesMots

Long annotation: faute(s) contre l'ordre des mots

Explanation: all word-order related errors (e.g. *la toute vérité* instead of *toute la vérité*)

Short annotation: Orthographe

Long annotation: faute(s) d'orthographe

Explanation: all spelling mistakes not elsewhere categorized

Short annotation: PassageDéfectueux

Long annotation: passage(s) défectueux

Explanation: passage with too many errors to make individual listing of errors possible

Short annotation: Possessif

Long annotation: adjectif(s) et/ou pronom(s) possessif(s) incorrect(s)

Explanation: incorrect possessive (e.g. *ta école* instead of *ton école*)

Short annotation: Préposition

Long annotation: préposition(s) absente(s) ou incorrecte(s)

Explanation: missing or incorrectly used preposition (*sur, pour, de, à, contre...*)

Short annotation: Pronom

Long annotation: pronom(s) omis ou incorrect(s)

Explanation: missing or incorrectly used pronoun (e.g. *je suis venue et ai vu que...* instead of *et j'ai vu que...*)

Short annotation: Question

Long annotation: question(s) mal posée(s)

Explanation: ill-formed question (e.g. *est-ce tu as faim* instead of *est-ce que tu as faim*)

Short annotation: RenvoiMaladroit

Long annotation: renvoi(s) maladroit(s)

Explanation: clumsy reference (e.g. when a pronoun *il* refers to a masculine noun which is too far away, or it is not clear which of two or more nouns it refers to)

Short annotation: Répétition

Long annotation: répétition(s) maladroite(s) ou inutile(s)

Explanation: clumsy or unnecessary repetition

Short annotation: Supprimer

Long annotation: mot(s) ou passage(s) à supprimer

Explanation: redundant material which is to be deleted

Short annotation: Temps

Long annotation: temps incorrect(s)

Explanation: all tense related errors (e.g. *imparfait* instead of *passé composé*)

Short annotation: TraitD'Union

Long annotation: trait(s) d'union omis ou superflu(s)

Explanation: missing or superfluous hyphen (e.g. *trente cinq* instead of *trente-cinq*)

Short annotation: Vocabulaire

Long annotation: faute(s) de vocabulaire

Explanation: vocabulary error other than anglicism

Short annotation: Voix

Long annotation: voix incorrecte(s)

Explanation: voice related error (e.g. active voice instead of passive: *il a chassé* intended as the French equivalent of *he has been chased*)

Short annotation: ???

Long annotation: passage(s) incompréhensible(s)

Explanation: passage which is unclear or unintelligible

In the past, students have complained about the *absence of explanations* regarding certain categories of errors occurring in their submitted work. It has not been generally understood that this is a *deliberate strategy* on the part of the marker. Students are encouraged to look over their corrected copies and figure out for themselves why a correction was made, thereby increasing their overall language awareness. Additional feedback will be provided on an individual basis only after students have made a genuine effort to try and understand *without further help* what went wrong. If submitted by e-mail, and of a sufficiently general nature, questions may also be answered via the HEF200-l e-mail list.

### Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

### University Statement on Plagiarism and Academic Integrity

**"Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/> "

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Student Counsellor
- Careers Adviser
- Disability Adviser