



School of English, Journalism  
& European Languages

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## Unit Outline

HEF216

French Language 2A

Semester 2, 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>	Dr Bert Peeters Room: HUM 568 Phone: 6226 2344 Email: Bert.Peeters@utas.edu.au  All classes will be taught by Mrs Bénédicte Graham
<b>Consultation Hours:</b>	Monday 3-4 pm, Wednesday 2-3 pm
<b>Unit Description:</b>	HEF216 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; and</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, especially 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; and</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 2, 2006 – 3 x 1 hr interactive sessions weekly  Monday 1-2 pm or 2-3 pm, Tuesday 9-10 am or 10-11 am, Friday 1-2 pm or 2-3 pm
<b>Assessment:</b>	4 written assignments (20%), 2 aural tests (20%), oral test (Week 12) (20%), 3-hr written exam (40%)

## MATERIALS

HEF216 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	Matériel	Soumission électronique avant midi le
1	17/07	L'hymne national français : Présentation et exécution	Distribué	
1	18/07	Cours de conversation : <i>La Marseillaise</i> en question	Site web	
<b>Chapitre onze : La conquête de l'espace</b>				
1	21/07	Grammaire : Les temps périphrastiques ; le futur et le conditionnel Exercices : A, B, C III (1,3), XIII (1: Si j'étais un robot, 2: Si j'étais né) – pp. 209, 222-223 Exercices facultatifs : I, II, IV – pp. 208-210	Site web  Distribué Manuel  Manuel	
2	24/07	Grammaire / Exercices (Continuation)	Site web	
2		Activité écrite (devoir alternatif : chap. 13) Un séjour sur la planète Mars	Site web	25/07 (mardi)
<b>Chapitre douze : En voiture</b>				
2	25/07	Grammaire : <i>Si</i> Exercices : V – pp. 211-212 A, B Exercices facultatifs : Pré-test, VI, VII, VIII, IX, X, XI, XII – pp. 205-222	Site web  Manuel Distribué Manuel	
2	28/07	Grammaire : <i>Tout</i> Exercices : A, B, C, D, E	Distribué	
3	31/07	Cours de conversation : Accidents	Site web	
3	01/08	Test de compréhension auditive		
3		Activité écrite (devoir alternatif : chap. 14) En voiture... avec Gaston Lagaffe !	Site web	02/08 (mercredi)
<b>Chapitre treize : La musique</b>				
3	04/08	Grammaire : Le subjonctif (2) Exercices : A, B, C, D, E, F Exercices facultatifs : Pré-test, IIb, III, VI, IX – pp. 232-247	Site web  Distribué Manuel	
4	07/08	Grammaire / Exercices (Continuation)		
4	08/08	A l'écoute de Jacques Brel		
4		Activité écrite (devoir alternatif : chap. 11) Mesdames et messieurs... Mademoiselle Edith Piaf !	Site web	09/08 (mercredi)
<b>Chapitre quatorze : Le temps libre</b>				
4	11/08	Grammaire : Adjectifs et pronoms démonstratifs Exercices : A, B, C, D V – pp. 35-36 Exercices facultatifs : Pré-test, I, II, III, IV – pp. 24-35	Site web  Distribué Manuel Manuel	
5	14/08	Grammaire / Exercices (continuation)		
5	15/08	Cours de conversation : Vive les vacances !	Site web	
5		Activité écrite (devoir alternatif : chap. 12) Un séjour inoubliable dans un gîte rural	Site web	16/08 (mercredi)

<b>Chapitre quinze : Le corps humain et la santé</b>				
5	18/08	Grammaire : Les comparaisons Exercices : A, B, C, D XII – p. 55-56 Exercices facultatifs : VI, VII, VIII, IX, X – pp. 52-54	Site web  Distribué Manuel Manuel	
6	21/08	Grammaire / Exercices (Continuation)		
6	22/08	Cours de conversation : Urgences médicales	Site web	
6		Activité écrite (devoir alternatif : chap. 17) Un robot pas comme les autres	Site web	23/08 (mercredi)
<b>Chapitre seize : Crimes et délits</b>				
6	25/08	Grammaire : Les articles (2) Exercices : A, B, C, D, E	Site web  Distribué	
7	28/08	Grammaire / Exercices (continuation)		
7	29/08	Cours de conversation : Quelle peine appliquer ?	Site web	
7		Activité écrite (devoir alternatif : chap. 18) Allez François, pousse-toi !	Site web	30/08 (mercredi)
7	01/09	Test de compréhension auditive		
<b>Chapitre dix-sept : Racisme, immigration et réconciliation</b>				
8	11/09	Grammaire : Discours direct et indirect Exercices : II, III, IV, V – pp. 272-275 A, B, C Exercices facultatifs : I – p. 272	Site web  Manuel Distribué Manuel	
8	12/09	Grammaire / Exercices (Continuation)		
8		Activité écrite (devoir alternatif : chap. 15) Les Australiens sont-ils racistes ?	Site web	13/09 (mercredi)
8	15/09	Cours de conversation : Qui admettre dans le pays ?	Site web	
<b>Chapitre dix-huit : La société de consommation</b>				
9	18/09	Grammaire : Voix passive et constructions synonymes Exercices : A, B, C, D, E, F, G Exercices facultatifs : I, II, III – pp. 175-178	Site web  Distribué Manuel	
9	19/09	Grammaire / Exercices (Continuation)		
9		Activité écrite (devoir alternatif : chap. 16) Le mariage ? On n'en est pas encore là...	Site web	20/09 (mercredi)
9	22/09	Cours de conversation : TOPIC TO BE ANNOUNCED	Site web	
<b>Chapitre dix-neuf : La ville et la campagne</b>				
10	25/09	Grammaire : La construction causative Exercices : A, B, C	Site web  Distribué	
10	26/09	Grammaire : Le verbe <i>devoir</i> Exercices : D, E, F, G, H	Site web  Distribué	
10		Activité écrite (devoir optionnel) Survivre à la campagne !	Site web	27/09 (mercredi)
10	29/09	Cours de conversation : Des plans de ville à compléter		
11	02/10	Test de compréhension auditive		
<b>Chapitre vingt : Accidents et catastrophes</b>				
11	03/10	Grammaire : Le participe présent et le gérondif Exercices : A, B, C, D, E, F, G, H, I, J	Site web  Distribué	
11	06/10	Grammaire / Exercices (continuation)		
12		Activité écrite (devoir optionnel) Marée noire	Site web	09/10 (lundi)
<b>Epreuves orales</b>				
12	09/10	Préparation de l'épreuve orale	Distribué	
12	12/10, 13/10	Epreuves orales		

## 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 11 and 13, 12 and 14, 15 and 17, and 16 and 18. If, in any set of two, both activities are submitted, a better mark will **cancel out** a poorer one. Assignments 19 and 20 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 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 first or second 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.**

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## **2. 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 12. Sample questions will 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.

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## **3. 3-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 October/November, relates to all aspects of the unit, and will be in the format of ten (10) 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. In addition to the mini-dialogues, a language essay of around 300 words will have to be written on one of three given topics.

## ADDITIONAL INFORMATION

### E-Mail List “hef200-l”

All duly enrolled students will continue to receive messages sent to the internal e-mail list “hef200-l”. As was the case for HEF215, 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...).

### 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 HEF216 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 prendons* 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 IIe* 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-I 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