



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### SCHOOL OF LANGUAGES AND CULTURES

#### FRENCH PROGRAMME

#### FREN 102 FRENCH LANGUAGE 1B

#### 20 POINTS

#### TRIMESTER 2 2016

##### Key dates

**Trimester dates:** 11 July to 13 November 2016

**Teaching dates:** 11 July to 16 October 2016

**Mid-trimester break:** 22 August to 4 September 2016

**Last assessment item due:** all assessment must be completed by 14 October 2016.

**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 in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)).

##### Class times and locations

Students must check Blackboard for any notification of time or room changes.

##### Lectures

Monday	2.10pm - 3.00pm	HM (Hugh Mackenzie) LT103
Wednesday	1.10pm - 2.00pm	HM (Hugh Mackenzie) LT103
Thursday	1.10pm - 2.00pm	EA (Easterfield) LT206

##### Tutorials

**Students must enrol in Tutorial 1 and Tutorial 2 by the end of the first week of the trimester at the latest** by signing up using the myAllocator system: <https://student-sa.victoria.ac.nz>.

Detailed instructions are available on Blackboard. Students must remain in their allotted groups for the whole course, unless a change has been authorised by the Course Coordinator.

**All lectures start in the first week of the trimester. Students are invited to attend the guided visit to the LLC (level 0 of von Zedlitz) organised in the first week during the time of their Tutorial 1.** This visit will familiarise them with the multimedia equipment and material they need to use for their independent learning work.

##### Names and contact details

<b>Course Coordinator and Lecturer:</b>	Dr Philippe Martin-Horie Office: vZ607 Phone: 463 5799 Email: <a href="mailto:philippe.martin-horie@vuw.ac.nz">philippe.martin-horie@vuw.ac.nz</a>
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<b>Tutor:</b>	Luc Arnault Office: vZ609 Email: <a href="mailto:luc.arnault@vuw.ac.nz">luc.arnault@vuw.ac.nz</a>
<b>Administrators:</b>	Nina Cuccurullo Office: vZ610 Phone: 463 5293 Email: <a href="mailto:nina.cuccurullo@vuw.ac.nz">nina.cuccurullo@vuw.ac.nz</a>
	Ida Li Office: vZ610 Phone: 463 5318 Email: <a href="mailto:ida.li@vuw.ac.nz">ida.li@vuw.ac.nz</a> School Office hours: 9.00am to 4.30pm Monday to Friday
<b>Contact Person for Māori and Pasifika Students:</b>	Dr Nicola Gilmour Office: vZ501 Phone: 463 5296 Email: <a href="mailto:nicola.gilmour@vuw.ac.nz">nicola.gilmour@vuw.ac.nz</a>
<b>Contact Person for Students with Disabilities:</b>	Dr Andrea Hepworth Office: vZ604 Phone: 463 5321 Email: <a href="mailto:andrea.hepworth@vuw.ac.nz">andrea.hepworth@vuw.ac.nz</a>
<b>School Website:</b>	<a href="http://www.victoria.ac.nz/slc">www.victoria.ac.nz/slc</a>

### Communication of additional information

Further information, learning material, and assignments are posted on Blackboard. Students are expected to regularly check Blackboard.

### Prescription

An intensive course that continues work done in FREN 101 in all four language skills: reading, writing, listening, speaking. On completing this course, students will have knowledge of basic French grammar and understand a range of vocabulary approximately equivalent to level A2 in the Common European Framework, or to NCEA level 2; or NCEA Level 3 credits (with merit or excellence).

### Course learning objectives (CLOs)

Students who pass this should be able to

1. Converse at an upper-elementary level about matters of a general nature (oral and aural skills).
2. Master an upper-elementary vocabulary and demonstrate vocabulary acquisition skills (reading and writing skills)
3. Transfer and adapt known structures to convey or understand meaning in new contexts (oral, aural, reading and writing skills).
4. Develop understanding of basic French and francophone society and culture through language study and apply that through communication on topics of a non-specialist nature (intercultural competence).

### Teaching format

**Students are expected to attend 3 hours of lectures and 2 hours of tutorials per week.** They should also do the exercises in their exercise book, learn vocabulary and grammar every week and regularly revise what has been covered.

## Workload

In line with the University regulations, students are expected to work about 200 hours in total for this course. Students should attend **5 hours of classes per week over 12 weeks**, complete the exercises in their exercise book, learn vocabulary and grammar every week, as well as regularly revise and complete all assignments as scheduled in their own time (ie about **10 hours of independent work a week over a 14 weeks period**).

Daily independent learning is necessary. Students are expected to make regular use of the resources in the Language Learning Centre (LLC) to work on their particular needs and to self-monitor their learning. Students are also responsible for acquiring vocabulary, idioms and grammar as they are taught.

## Assessment

Assessment items and workload per item	%	CLOs	Dates
2 written tests, 20% each, (50mins each)	40%	2, 3, 4	Test 1 (Tutorial 1): 3 August Test 2 (Tutorial 2): 12 August
2 assignments, 15% each (500 words)	30%	2, 3, 4	Assignment 1: 18 August (by 2pm) Assignment 2: 26 September (by 2pm)
1 listening comprehension test (50mins)	20%	3, 4	14 September (Tutorial 1)
Oral test (10mins)	10%	1, 2, 3, 4	Week 12

## Submission and return of work

Assignments must be submitted (in the French assignment slot located to the left of the SLC Office, vZ Level 6) by the due date, at 2pm.

Students will be able to collect marked work from the SLC Office on the 6<sup>th</sup> floor of the von Zedlitz building between the hours of 10am and 2pm each day. A Student ID card will need to be shown to collect work. Every effort will be made to return marked tests and assignments within two weeks, whenever possible.

## Extensions and penalties

Requests for an extension should be made to the Course Coordinator as early as possible, **before the deadline and a valid reason must be provided**. Late work may be accepted but will be assigned a zero mark if no prior arrangement is made.

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 without prior arrangement will not be marked.

Tests must be sat at the scheduled times. **A replacement test is organised only if prior arrangement with the course coordinator has been made or if a medical certificate is presented to the course coordinator. The course coordinator must be contacted by the day the test is scheduled.**

## Set texts

**Alter Ego+, A2 Textbook, Hugot, Kizirian, Waendendries, Berthet, Daill, Paris: Hachette 2012.**

**Alter Ego+, A2 Exercise Book, Hugot, Kizirian, Waendendries, Berthet, Daill, Paris: Hachette 2012.**

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](http://www.vicbooks.co.nz). Orders and enquiries can be emailed to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

## Recommended reading

### French Grammar Fourth Edition, Schaum's Outlines, Olivia & Hill

Texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They 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).

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. 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)

## Student feedback

In response to students' feedback:

1. The listening comprehension time has been changed from week 4 to week 8.
2. The listening comprehension will be read by the lecturer/tutor.
3. The lecturer and the tutor will speak more French than English. French will be introduced gradually.

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 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](http://www.victoria.ac.nz/llc)

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

PASS groups are weekly study sessions, led by students who excelled in the course 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](http://www.victoria.ac.nz/st_services/slss/whatweoffer/pass.aspx)

## 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)
- 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)

- Special passes: refer to the *Assessment Handbook*, at [www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf](http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf)
- 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)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- 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)

## Course programme

Week 1 = 11-15 July	
Lecture 1	Introduction
Lecture 2	<b>Vocabulaire:</b> Aide-mémoire p.17; CE (Cahier d'exercices): No1 p.4 <b>Texte:</b> Parler d'une relation amicale (p.16) NB: unless otherwise stated, page numbers refer to <i>Alter Ego+</i> A2. <b>Grammaire:</b> les pronoms relatifs
Tutorial 1	Visit to the LLC
Lecture 3	<b>Vocabulaire:</b> Point <i>Langue</i> (p.18) <b>Discussion:</b> Décrire le caractère d'une personne de son choix <b>Grammaire:</b> L'accord du participe passé
Tutorial 2	<b>No Tutorial 2 this week</b>

Week 2 = 18-22 July	
Lecture 1	<b>Compréhension orale:</b> Rapporter des paroles ( <i>Nouveau sans Frontière I</i> , p.136) <b>Grammaire:</b> Rapporter des paroles de quelqu'un
Lecture 2	<b>Texte:</b> Evoquer des changements positifs (p.22) <b>Compréhension orale:</b> No11 & 12 p.22 <b>Grammaire:</b> Faire une comparaison
Tutorial 1	<b>Grammaire:</b> CE No4 p.5; 5 p.6; 3 p.10
Lecture 3	<b>Grammaire:</b> L'imparfait et le passé composé: <i>Bambi</i> (W. Disney)
Tutorial 2	<b>Grammaire:</b> CE No5 & 6 p.11, 3 pp.14-15

Week 3 = 25-29 July	
Lecture 1	<b>Texte:</b> Le témoignage de Mélanie (no4 p.35) <b>Grammaire:</b> Le plus-que-parfait
Lecture 2	<b>Grammaire:</b> Les marqueurs temporels: <i>depuis, il y a, pendant, pour, dans</i> <b>Vocabulaire:</b> Aide-mémoire p.41; Le système éducatif en France p.47 <i>A lire:</i> Postuler pour un emploi (p.40)
Tutorial 1	<b>Grammaire:</b> CE No4 & 5 p.19 <b>Compréhension orale:</b> No1 & 2 p.34
Lecture 3	<b>Texte:</b> La Pétition /1: La ligne des Cévennes ( <i>Campus 2</i> , p.34) <b>Grammaire:</b> le subjonctif
Tutorial 2	<b>Grammaire &amp; Vocabulaire:</b> CE No6 p.16; 1 p.23; No5 p.28

Week 4 = 1-5 August	
Lecture 1	<b>Vocabulaire:</b> Aide-mémoire p. 52 <b>Compréhension orale:</b> No 1 & 2p. 52 <i>A lire:</i> Parler d'un pays et de ses habitants (no3 p.52) <b>Grammaire:</b> les pronoms relatifs ( <i>où, dont</i> )

Lecture 2	<p><b>Texte:</b> <i>Coup de coeur</i> (Campus 2, p.62)  <i>A lire:</i> Qu'est-ce que les Belges pensent des Français? (p.54)  <b>Vocabulaire:</b> Aide-mémoire p. 54; CE No3 p.33  <b>Grammaire:</b> Les pronoms démonstratifs</p>
Tutorial 1	<b>Test # 1:</b> Grammaire (week 1-3)
Lecture 3	<p><b>Comprehension orale:</b> <i>Le retour de Julie 4. Propositions</i> (Campus 1, p.42)  <i>A lire:</i> Questionner sur / Evoquer un changement de vie (p.56)  <b>Vocabulaire:</b> Aide-mémoire 1 &amp; 2 p. 57; CE No1p.37  <b>Grammaire:</b> La question inversée</p>
Tutorial 2	<b>Grammaire:</b> CE No4 p.34; 7 p.35; 4 p.38

Week 5 = 8-12 August	
Lecture 1	<p><b>Vocabulaire:</b> Aide-mémoire p.59  <b>Texte:</b> Evoquer les différences culturelles (p.58)  <b>Grammaire:</b> Pronoms indéfinis et adverbes</p>
Lecture 2	<p><b>Vocabulaire:</b> Aide-mémoire p.61  <b>Texte:</b> Comprendre une étude comparative, un classement (p.60)  <b>Grammaire:</b> Le superlatif; CE No3 p.43</p>
Tutorial 1	<b>Grammaire &amp; Vocabulaire:</b> CE No2 p.37; 6 p.39
Lecture 3	<p><b>Texte:</b> Des artistes en province (<i>Le Nouveau sans frontières 2</i>, p.72)  <b>Grammaire:</b> les pronoms interrogatifs; CENo4 p.49</p>
Tutorial 2	<b>Test # 2:</b> Vocabulaire et conjugaison (week 1-4)

Week 6 = 15-19 August	
Lecture 1	<p><b>Texte:</b> Intervenir dans la blogosphère (p.72)  <b>Grammaire:</b> Les pronoms possessifs</p>
Lecture 2	<p><b>Vocabulaire:</b> Point <i>Langue</i> p.77  <b>Texte &amp; Compréhension orale :</b> Donner son opinion sur une émission (No6 &amp; 7p.76)</p>
Tutorial 1	<p><b>Grammaire:</b> CE No5p.50  <b>Discussion:</b> Les blogs</p>
Lecture 3 Assign #1 (essay)	<p><b>Vocabulaire:</b> Aide-mémoire p.79  <b>Texte:</b> Comprendre un récit-Rapporter un fait divers (p.78)  <b>Grammaire:</b> La forme passive</p>
Tutorial 2	<p><b>Grammaire:</b> CE No6 p.59  <b>Discussion:</b> Donner son opinion sur une émission</p>

<b>Mid-Trimester Break (22 August-4 September)</b>
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	<b>Week 7 = 5-9 September</b>
Lecture 1	<b>Vocabulaire:</b> Aide-mémoire p.90 <b>Compréhension orale:</b> Exprimer des appréciations sur un film (No7 & 8 p.90)
Lecture 2	<b>Vocabulaire:</b> Aide-mémoire p.95; CE No2 p.67 <b>Texte:</b> Parler de ses loisirs et de la vie associative (p.94) <b>Grammaire:</b> Les pronoms indirects <i>en</i> et <i>y</i>
Tutorial 1	<b>Vocabulaire:</b> CE No1 p.62 <b>Discussion:</b> Le cinéma français
Lecture 3	<b>Texte:</b> sélectionner une prestation touristique (p.96) <b>Grammaire:</b> le gérondif
Tutorial 2	<b>Grammaire:</b> CE No 5 p.69; 3 p.71; 5 p.72

	<b>Week 8 = 12-16 September</b>
Lecture 1	<b>Texte:</b> Envisager l'avenir (p.108) <b>Grammaire:</b> Exprimer un souhait/un espoir
Lecture 2	<b>Vocabulaire:</b> Aide-mémoire p.111 <b>Texte:</b> Exprimer des souhaits, faire des suggestions (p.110) <b>Grammaire:</b> Le conditionnel (souhait, suggestion, hypothèse)
Tutorial 1	<b>Test:</b> Listening comprehension
Lecture 3	<b>Texte:</b> <i>Journée sans achat</i> (Campus 2, p.86) <b>Grammaire:</b> Exprimer le but
Tutorial 2	<b>Grammaire:</b> CE No4a) p.78; 5 pp.82-3; 3 p.82

	<b>Week 9 = 19-23 September</b>
Lecture 1	<b>Texte:</b> Carnet de voyage. Si j'étais (pp.120-121) <b>Compréhension orale:</b> No2p.120
Lecture 2	<b>Texte:</b> Présenter/résumer un livre: De l'usage à l'usure du monde (p.116) <b>Grammaire:</b> Exprimer la cause et la conséquence
Tutorial 1	<b>Discussion:</b> Portrait chinois
Lecture 3	<b>Texte:</b> <i>La promotion /2. Déception</i> (Campus 2, p.110) <i>A lire:</i> Le dossier de la semaine (p.130) <b>Grammaire:</b> Le discours rapporté au passé
Tutorial 2	<b>Grammaire:</b> CENo2 p.86; 4 p.87; 5 p.88; 3 p.98-9

	<b>Week 10 = 26-30 September</b>
Lecture 1 Assign #2 (written comprehension)	<b>Compréhension orale:</b> Imaginer un passé différent (No1,2 & 3 p.134) <b>Grammaire:</b> Si+plus-que-parfait



Lecture 2	<b>Texte:</b> Forum psycho (p.136) <b>Grammaire/vocabulaire:</b> exprimer un regret
Tutorial 1	<b>Grammaire:</b> CE No4 p.103 <b>Discussion:</b> Imaginer un passé différent
Lecture 3	<b>Texte:</b> Comprendre un manifeste – Inciter à agir (p.144) <b>Grammaire:</b> La nécessité d’agir (p.145)
Tutorial 2	<b>Grammaire:</b> CE No5p.104; 3a) p.108; 5 p.109

	<b>Week 11 = 3-7 October</b>
Lecture 1	<b>Vocabulaire:</b> Point <i>Langue</i> p.146 <b>Compréhension orale:</b> Prendre position, exprimer une opinion (No6, 7 & 8 p.146) <b>Grammaire:</b> Exprimer son opinion
Lecture 2	<b>Grammaire:</b> <i>depuis que, dès que, jusqu’à ce que</i> <b>Grammaire:</b> CE No5 & 6 p.112
Tutorial 1	<b>Grammaire:</b> CE No4 p.108 <b>Discussion:</b> Exprimer son opinion
Lecture 3	<b>Texte:</b> Demander le prêt d’un objet (No10 p.150) <b>Grammaire:</b> Usage et place des doubles pronoms <b>Grammaire:</b> CE No7 & 8 p.113
Tutorial 2	<b>Test oral:</b> révisions

	<b>Week 12 = 10-14 October</b>
	<b>Individual speaking test</b>