



## UNSW Course Outline

# ARTS2485 Exploring French Linguistics - 2024

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## General Course Information

**Course Code :** ARTS2485

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Humanities and Languages

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course taught in English offers a systematic comparison of French and English as far as sounds, vocabulary, word formation, and sentence structure are concerned. It will focus on the typical difficulties encountered by learners of French in pronunciation, orthography, and grammar

in order to give them the tools to improve their accuracy and become independent learners.

## Course Aims

To develop an informed understanding of the most salient aspects of the structure of French and English.

To provide the students with the linguistic tools, terms, and concepts to improve their proficiency and accuracy in the French language

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply a critical understanding of the tools and methods of linguistic inquiry.
CLO2 : Examine the various linguistic categories in French: sounds, morphemes, words, phrases and clauses.
CLO3 : Compare various linguistic categories in French and English.
CLO4 : Identify some features of linguistic diversity.

Course Learning Outcomes	Assessment Item
CLO1 : Apply a critical understanding of the tools and methods of linguistic inquiry.	<ul style="list-style-type: none"><li>• Test</li><li>• Presentation</li></ul>
CLO2 : Examine the various linguistic categories in French: sounds, morphemes, words, phrases and clauses.	<ul style="list-style-type: none"><li>• Tutorial leadership</li></ul>
CLO3 : Compare various linguistic categories in French and English.	<ul style="list-style-type: none"><li>• Essay</li><li>• Presentation</li></ul>
CLO4 : Identify some features of linguistic diversity.	<ul style="list-style-type: none"><li>• Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Zoom | Echo 360

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Test Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: During class: 03/10/2024 and 06/11/2024
Tutorial leadership Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Due on Tuesday 5PM every week
Presentation Assessment Format: Individual Short Extension: Yes (1 day)	20%	Due Date: Friday 5PM on the week you are presenting
Essay Assessment Format: Individual Short Extension: Yes (1 day)	30%	Start Date: Not Applicable Due Date: 22/11/2024 05:00 PM

## Assessment Details

### Test

#### Assessment Overview

Students will take two in-class tests of ca. 50 minutes, each covering the content of the course via problem sets and short essay questions.

Feedback via in-class oral discussion, error correction, and/or written comments.

#### Course Learning Outcomes

- CL01 : Apply a critical understanding of the tools and methods of linguistic inquiry.

#### Assessment Length

Ca. 50 min.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

#### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **Tutorial leadership**

### **Assessment Overview**

Students are assigned weekly exercises and problem sets (100 words per week) to submit online.

Feedback via in-class oral discussion.

### **Course Learning Outcomes**

- CLO2 : Examine the various linguistic categories in French: sounds, morphemes, words, phrases and clauses.

### **Assessment Length**

1 hour preparation to be uploaded on Moodle

### **Assessment information**

The discussion will take place every week during the tutorial. The tutorial discussion will be led by the group of student leaders making their presentation.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

# Presentation

## Assessment Overview

Once in the term, each student is assigned to lead a tutorial discussion (including 10 minutes presentation) and engage the other students in discussion on one of the assigned exercises and problem sets. The student submit a critical reflection (500 words) on the topics discussed in class.

Feedback via in class oral discussion and written comments.

## Course Learning Outcomes

- CL01 : Apply a critical understanding of the tools and methods of linguistic inquiry.
- CL03 : Compare various linguistic categories in French and English.

## Assessment information

The in-class oral discussion will take place during the tutorial. The tutorial discussion will be lead by the group of student-leaders making their presentation.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Generative AI Permission Level

### Planning/Design Assistance

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# Essay

## Assessment Overview

Students write a 1,500 word essay to discuss one of the topics introduced during the term and provides appropriate referencing.

Feedback via rubrics and written comments.

## Course Learning Outcomes

- CLO3 : Compare various linguistic categories in French and English.
- CLO4 : Identify some features of linguistic diversity.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Generative AI Permission Level

### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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## General Assessment Information

### Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Topic	Before the first class: • Purchase from the bookshop/borrow or access from the library the textbook used in this course: Exploring the French language (EFL) • Read the course overview and bring your questions to class • Familiarize yourself with the Moodle platform of the course. • Fill in the questionnaire on Moodle.
Week 1 : 9 September - 15 September	Topic	Introduction to the course Linguistics for non-linguists: basic concepts: stereotypes about French, prescriptivism, speaking vs. writing, what is a language?, what is linguistics? EFL chapter 1 Weekly seminar exercises.
Week 2 : 16 September - 22 September	Topic	The formation of words in French: what are words? The origin of words and word borrowings EFL chapter 3 Weekly seminar exercises. Tutorial leadership and presentation (Group 1)
Week 3 : 23 September - 29 September	Topic	French morphology: how words change their form to fit their function, what are word categories? EFL Chapter 7 Weekly seminar exercises. Tutorial leadership and presentation (Group 2)
Week 4 : 30 September - 6 October	Topic	The syntax of French: from words to phrases, clauses and sentences EFL Chapter 7 & 8 Weekly seminar exercises. Some issues with grammatical gender (round table)
	Assessment	Test 1
Week 5 : 7 October - 13 October	Topic	The syntax of French: the combinatory rules of language: comparison between French and English... and other languages EFL: Chapter 8 Weekly seminar exercises. Tutorial leadership and presentation (Group 3)
Week 6 : 14 October - 20 October	Other	Flexy week
Week 7 : 21 October - 27 October	Topic	Lexical meaning: lack of symmetry between languages, structural approach to meaning: paradigmatic and syntagmatic relations. EFL: Chapter 4 Weekly seminar exercises. Tutorial leadership and presentation (Group 4)
Week 8 : 28 October - 3 November	Topic	The sounds of French: describing the sounds of French: learning to recognize and use the phonetic symbols, classify the vowels and consonants, how sounds form a system: allophones vs. phonemes, the concept of complementary distribution. EFL: Chapter 5 Weekly seminar exercises. Tutorial leadership and presentation (Group 5)
Week 9 : 4 November - 10 November	Topic	The melody of the language: Beyond individual sounds. EFL: Chapter 6 Weekly seminar exercises. Some issues with the prosodic system of French poetry and songs
	Assessment	Test 2
Week 10 : 11 November - 17 November	Topic	Conclusion of the course Revisiting the issues (prescriptivism, features of the French language) Preparation of the final essay. Weekly seminar exercises. Tutorial leadership and presentation (Group 6) Bring a 150 word abstract of your final essay to discuss in class

## Attendance Requirements

Attendance to the lecture is strongly encouraged. The lecture will be recorded and students are

requested to review lecture recordings for all classes missed..Attendance to the lecture is essential as we will conduct practical exercises and activities in preparation of the tutorial activities. Clashes with the lecture are allowed on the condition that you do not miss any in-course assessment.

Attendance of tutorials is mandatory in this course. Unexcused absence from more than 20% of tutorials will result in the award of a fail grade. In tutorials you will actively engage with core course content, enabling you to attain CLO1 and CLO2. Attendance will result in a recorded artefact (an artefact for participation may include a post, or response to an online discussion forum, poll or quiz, while an artefact for mandatory attendance may include a record of attendance). The tutorials are not recorded.

Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

## Course Resources

### Prescribed Resources

- Lodge A. et al. (2003 [1997]). Exploring the French Language. London, Arnold.

Additional materials provided via Moodle.

### Recommended Resources

Optional:

- Morton J. (2009). English Grammar for Students of French. The Olivia and Hill Press.
- McNab R. (2016). French grammar made easy. Routledge.

These books give clear explanations in English about French grammar starting from the level of absolute beginners. If you are at a more advanced level, you may want to use a more advanced reference grammar (see textbooks recommended in your French language courses).

# Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalized web link via the Moodle course site.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Hugues Peters		Morven Brown 275	02 9065 9775 (via MS Teams)	Monday 11-12pm, in MB275, before and after class, or online by appointment	Yes	Yes

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

### Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other

electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

### Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as

ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Humanities & Languages

**Email:** [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm