

School of Language Studies

FRENCH 3008 ADVANCED

Course Booklet

Semester 1

2003

Course Coordinator: Dr Louise Maurer

FREN3008 Advanced French I

Course coordinator: Dr Louise Maurer (Louise.Maurer@anu.edu.au)

**Heures de bureau : mardi de 2h à 3h jeudi de 11h à midi
(ou sur rendez-vous)**

Cette unité comprend 3 heures de cours par semaine: oral, littérature, écrit. Les cours se déroulent en français.

Emploi du temps:

1. Oral : le mardi 11h Language Lab. 2 Louise Maurer (Groupe 1)

le jeudi 14 h Language Lab. 2 Louise Maurer (Groupe 2)

2. Littérature : le mardi 15h BPB W1.07 Peter Brown

3. Ecrit : le vendredi à 11 heures, salle G 51 (Melville Hall) James Grieve

I. Oral.

Dr. L.Maurer
bureau W3.08
courriel Louise.Maurer@anu.edu.au

Dans ce cours nous allons travailler ensemble les techniques de la prise de parole et celles de l'exposé. Nous nous servirons de la collection de textes (articles de journaux, de revues et extraits de livres) que je vous propose, ainsi que de ceux que vous apporterez en classe. Nous allons aussi travailler la compréhension à l'aide de vidéos.

Le thème principal ce semestre est l'interculturel. Dans tous les textes de votre livret, il s'agit de regards croisés, c'est à dire des façons dont la vie en France et les français sont vus par des étrangers de passage en France ou des français qui y habitent, et vice versa, de la façon dont des français, australiens ou étrangers, voient l'Australie.

Dans un premier temps, il vous sera demandé de présenter en quelques minutes au reste du groupe, sans vous servir de notes, un extrait video ou un texte très court. (exposé 1, 2mn sans notes) et aussi de faire un exposé plus détaillé de 15mn maximum plus tard dans le semestre. Il y aura aussi un test de compréhension de 30mn. Il aura lieu à la fin du semestre le mardi 10 et le jeudi 12 juin.

II. Littérature Dr.Peter Brown (bureau W3.07)

Nous allons étudier un roman de Patrick Modiano, intitulé *Livret de famille* (1977). Composée de plusieurs récits, ce texte traite de la période de la deuxième guerre et pose des questions concernant l'histoire, la mémoire, l'autobiographie et la fiction. Le cours va également intégrer des activités d'écriture, voire de réécriture par rapport au texte de Modiano.

Vous pouvez acheter ce texte directement auprès de Peter Brown.

III. Cours écrit James Grieve

vendredi à 11 heures, salle G 51 (Melville Hall)

Cette année, en FREN3008, nous étudierons et nous essaierons d'écrire, comme l'année dernière en FREN3007, des phrases surtout argumentatives. La phrase argumentative, c'est bien sûr celle qui permet de présenter des arguments, de structurer un point de vue, d'élaborer une discussion, notamment de composer une rédaction ou une dissertation. Or, si en FREN3007 nous avons étudié certaines structures de base permettant de construire ces phrases-là, cette fois au contraire nous nous pencherons sur l'emploi de certaines formules connectives permettant de relier les idées les unes aux autres, et surtout d'enchaîner des suites de phrases argumentatives pour bien faire ressortir les idées qu'elles expriment. Ces formules sont de deux sortes : d'une part, celles qui sont placées surtout à l'intérieur d'une phrase (par exemple *d'autant plus que* et *n'en [...] pas moins*) ; d'autre part, celles qui servent à établir un certain rapport entre deux phrases distinctes. Celles-ci, pour bien jouer leur rôle de connecteur, se trouvent très souvent au commencement de la phrase. Pas mal de ces formules servent à faire des phrases binaires et à structurer des antithèses. En général, ces connecteurs rendent explicites et visibles certains liens conceptuels qui, en anglais, ont tendance à rester à l'état implicite : c'est le fameux « connecteur zéro » de l'anglais. D'où l'un des problèmes de l'apprenti anglophone : avec telle formule française, par exemple *or, par ailleurs, au demeurant* et *en l'occurrence*, l'effort de compréhension qu'il faut fournir ressemble un peu à celui qu'exige un petit problème de philosophie.

A ces fins, nous lirons ensemble des extraits en prose. La plupart des modèles stylistiques que nous regarderons seront tirés de la presse parisienne, quotidienne et hebdomadaire, et d'ouvrages discutant des idées courantes. Je vous inviterai à écrire des exercices — résumé, rédaction, traduction, exercice de compréhension, etc., — qui vous donneront, bien entendu, la possibilité de placer dans vos propres phrases argumentatives telle ou telle de mes formules. Vous me soumettrez un exercice écrit tous les quinze jours, ce qui fera au total six (à remettre les semaines 2, 4, 6, 8, 10 et 12). Sur ces six exercices, les cinq meilleurs compteront pour votre note en français écrit.

Je vous rappelle le format que je préfère pour les exercices écrits : afin de me laisser assez de place sur la feuille pour mes corrections éventuelles, pliez s'il vous plaît votre papier verticalement et n'écrivez que sur la moitié de chaque feuille, recto et verso.

Pour les textes tapés, j'ai besoin de plus de place. Ce pourquoi je vous demande non seulement de me laisser la moitié de la feuille, mais aussi de bien vouloir cliquer sur « double espace ».

Je me permets de vous signaler un livre qui pourrait s'avérer utile : c'est mon *Dictionary of Contemporary French Connectors* (Routledge, 1996), dont vous trouverez un exemplaire à la bibliothèque et un autre dans la salle de travail du département.

Je vous rappelle aussi mon recueil de fiches correctives, à consulter dans la salle de travail.

Vous pourrez me trouver dans le A. D. Hope Building, rez-de-chaussée, G 42.

email: James.Grieve@anu.edu.au
téléphone 52729

programme des exercices écrits

**Note : remise régulière des exercices écrits le mardi à 17 heures
(sauf pour le premier, à remettre exceptionnellement le mercredi 12 mars).**

exercice no. 1 (pour le mercredi 12 mars) : une phrase à traduire ; dix phrases à composer

exercice no. 2 : résumé, avec connecteurs à placer, article d'André Burguière

exercice no. 3 : thème à traduire, texte tiré de Bryan Magee, *One in Twenty*

exercice no. 4 : questions sur un texte de James de Coquet

exercice no. 5 : petite rédaction, avec connecteurs à placer

exercice no. 6 : exercice génial sur un très beau texte de Remy de Gourmont

programme (approximatif) des structures et des connecteurs que nous étudierons

semaine 1 : en effet ; effectivement

semaine 2 : en fait ; de fait

semaine 3 : le *si* d'opposition ; alors que

semaine 4 : or ; certes

semaine 5 : formules copulatives : d'ailleurs, du reste, en outre, de plus, aussi, etc

semaine 6 : formules oppositionnelles : en revanche, par contre, au contraire, par ailleurs

semaine 7 : d'autre part ; d'une part [...] d'autre part ; d'un côté [...] de l'autre

semaine 8 : quant à [lui] ; pour [sa] part ; de [son] côté ; à [son] tour

semaine 9 : n'en [...] pas moins

semaine 10 : en l'occurrence ; à savoir

semaine 11 : d'autant [plus] que...

semaine 12 : autant + verbe [...] autant + verbe

semaine 13 : reste + nom ; reste à + verbe ; reste que...

**En outre, une semaine sur deux, nous reverrons en classe le devoir écrit que vous
m'aurez remis le mardi précédent et nous ferons connaissance éventuellement avec
d'autres structures connectives telles que :**
bref ; voire ; car ; etc.

PROPOSED WORK AND ASSESSMENT ARRANGEMENTS

Marks	
Littérature	150
Écrit	150
Classe orale: présence et participation	30
Exposé 1 (2mn sans notes)	30
Exposé 2 15mn	50
Test de compréhension aural	40
Total oral	150
TOTAL	450

REFERENCE BIBLIOGRAPHY

Monolingual dictionaries:

Le Petit Robert
Dictionnaire du français contemporain

Students are recommended to buy one of the above. Serious students should definitely consider buying a Petit Robert. French books are usually much cheaper bought direct from France than through Australian bookshops. The French teaching staff can recommend reliable suppliers of French texts.

Bilingual dictionaries:

Collins-Robert French-English/English-French Dictionary (new 5th edition)
Harrap's Shorter French-English/English-French Dictionary (new 6th edition)

All students are strongly recommended to buy one or other of these dictionaries

ASSESSMENT, WORKING RULES AND PLAGIARISM

Attendance at oral and written classes is strongly recommended; full participation in classes is essential to serious study of a language. If your attendance is unsatisfactory, except for some valid reason such as illness attested by a medical certificate, or if you do not submit written exercises by the due date, you may be excluded from the examinations. This would result in failure in this unit.

You should observe deadlines for essays and written language work. Extensions will be granted only for proper reasons. If you need an extension for unavoidable reasons (e.g., illness supported by a medical certificate) you should submit a request to the lecturer concerned.

We are convinced that a combination of the year's work and end-of-year examinations is the fairest and most appropriate system. Since language learning is a cumulative process, there is a clear need for proper testing at the conclusion of each unit, in circumstances where you are called upon to show what you can do with your own resources. This has become all the more necessary as some work handed in has proved an unreliable guide to students' progress, because of evidence of collaboration or outside assistance.

Collaboration on written language work:

In recent years, improper collaboration on language work has increased among some students. The consultation of printed sources is permissible; having recourse to the superior knowledge of another person so as to solve individual difficulties in, for instance, a language assignment, is not. The essential distinction between the two types of consultation lies in the exercise of choice and judgement. In consulting books, one must exercise these faculties; in consulting another person one borrows, not understanding, but a mere answer to a problem. Group working can be open to this kind of objection.

You are therefore urged to do your language assignments by yourself. In proven cases of illicit collaboration on such assignments, the School will apply the principles of the Faculty's policy on plagiarism (see below).

Plagiarism:

Above all, you need to be reminded of the dangers of plagiarism. This can result in no marks being given for a piece of written work, or even failure in the unit.

Please read the following information very carefully:

The Faculty of Arts

Plagiarism: Revised statement of policy and procedures

The Faculty of Arts is concerned to establish the principle that university students should develop the ability to think independently and sustain an argument expressed clearly and cogently in their own words. Students may not submit work containing improperly acknowledged transcription or excessive quotation of the work of others. The Study Skills Unit is available to help students who have problems with expression.

The Faculty considers plagiarism a most serious academic offence, and severe penalties will be imposed on anyone found guilty of it. The Faculty recognizes, however, that students sometimes offend in this way inadvertently, through inexperience or failure to understand the aims and methods of university study. The attention of all students is therefore directed to the following explanation. Apart from the question of deliberate deceit, the practices described here often impede sound thinking: learning to avoid them is part of a training in the skills and methods of good scholarship.

Definitions

Plagiarism can be defined in general as ‘the appropriation, by copying, summarising or paraphrasing, of another’s ideas or argument, without acknowledgment’. There are two elements, the act of appropriation and the intent to deceive. Appropriation may, in the most naive instances, amount to direct copying; in the most clever and unscrupulous instances, it may be accompanied by intelligent editing used to conceal origins. As for the intent to deceive, the deliberateness of this may be difficult to determine. Modes of such misappropriation are described below.

Direct copying

This, the most naive form of plagiarism, is the reproduction of another author’s expressions, word for word, without acknowledgment. Direct quotation is, of course, sometimes necessary; but it is only permissible when indicated by quotation marks or indentation and acknowledged by exact references. It is insufficient to make general attribution or to give references selectively for only some of the passages reproduced. References should be to the work in which the material was found: lifting references or footnotes which refer to a third work (as if it had been consulted when in fact it has not) is not acceptable. The only exceptions to the rule that all sources must be acknowledged are such things as items of common knowledge or irreplaceable expressions in wide use.

Summarising

To summarise the argument of other authors (for example, by isolating the main points and tracing their connections) is a legitimate and sometimes indispensable scholarly activity, provided it is made clear that this is being done. To summarise another person’s or other persons’ argument, ideas or information as though they were one’s own, however, is a form of plagiarism.

Paraphrasing

This means expressing an author's meaning in different words. This too is permissible; but only when full and exact references are given. A common form of plagiarism combines copying with paraphrase, repeating some words of the original text and substituting different words for others. The more fully the wording is changed, the more fully the copyist may have understood and assimilated the material; but it is still necessary to acknowledge the source of the ideas and to acknowledge direct quotations as such. The inclusion within a paraphrase or summary of any part of the original text requires a reference. Very large paraphrase may be difficult to describe as plagiarism, but in so far as the work is derivative the need to cite its source remains. This sort of grey area, where the extent of indebtedness is hard to determine, is especially troublesome, and the onus is on the student to ensure that all debts are properly indicated.

Derivative writing

It should be stressed that, even with full acknowledgments, derivative writing, whether copying, quoting, summarising or paraphrasing another's work, can never be a proper substitute for a student's own thought. Quotation and paraphrase are pointless unless the material is offered as evidence or as the basis of further analysis.

Procedures

The 1984-1985 procedures

In 1984 and 1985, Faculty adopted the following procedures:

- (i) Each year all Departments shall inform students that a consequence of plagiarism may be failure in the unit.
- (ii) Where there is evidence of plagiarism or other malpractice, examiners will deal with it at first instance in their assessment of the work submitted. It is Faculty's view that the piece of work in which plagiarism occurs should be failed, and that automatic failure in the unit may well be appropriate. The Head of Department will be informed and will call the student in for counselling and warning (or will write if the student has left Canberra). The Dean and Sub-deans will be informed.
- (iii) The Dean will consider the particular circumstances to decide whether formal action should be taken by way of the issue of notice under Rule 4 of the Misconduct in Examination Rules. Such action is likely where, in the opinion of the Dean, the offence is aggravated by repetition or by indications of a systematic attempt to deceive the examiners.
- (iv) If a student disputes action taken to fail work or to record a failure in a unit in terms of Section (ii), then the Dean will, on written request by the student, issue a notice under Rule 4 of the Misconduct in Examination Rules, thus instituting an inquiry pursuant to those Rules.
- (v) These rules define misconduct to include cheating, plagiarism, improper use of another person's work and submission for assessment of any work previously submitted for assessment. A range of penalties is provided for, including suspension or termination of a student's course of study. Referral to the University's Discipline Committee is also provided for. Under the Discipline Rules a student may be excluded from the University. There is provision for appeals.

A copy of all rules, including the Misconduct in Examination Rules, may be consulted in the Faculty office.

It is recommended that, in a case of apparent plagiarism, teachers, examiners, Conveners, Heads of Schools and the Faculty's officers deal with it by the guidelines set out above and in accordance with the notes on the guidelines set out below.

Initial definition of an offence

When an act of plagiarism has been identified, the teacher should inform the student of the administrative procedures to be set in motion and may wish to take account of the circumstances of the writing, the methods used, the severity of the offence and the student's need for academic or other counselling. In clear-cut cases, an admission by the student should be noted. In deciding on an apt penalty, the teacher may consult colleagues, the course coordinator, major Convener and the Head of School.

Penalties

The 1984-85 procedures outlined above prescribe failure in the piece of work and possible failure in the unit. However, Faculty members and officers may wish to be reminded that, on the matter of appropriate penalties, a former Dean said this:

On the grounds that, early in a student's career at the University or early in a given course, apparent plagiarism can be equated with poor scholarship, especially inefficient note-taking, and is therefore inadvertent and unintended plagiarism, I feel that the options open to a department range from allowing resubmission without penalty to giving no marks (in the knowledge that, the lesson learnt, the student can, in later pieces of work, recover ground and pass). I suggest that this equation should not apply to end of semester or end of year assessments when there is no opportunity for resubmission, the options therefore ranging from no mark for that assignment (leaving the possibility of passing on other work) to outright failure. In my own view, severe marking down is not an adequate penalty, and extenuating circumstances (such as stress) are not admissible.

(‘Statement made by the Dean on Plagiarism to Faculty at its Meeting on 2 December 1976’, 72/1977, 15.2.77)

Report to the Head of School

The teacher shall give to the Head of School a written report of the case and the penalty recommended. A copy of this report shall be given to the student.

The Head of School

The Head of School will talk to the teacher, to make sure that the case has been dealt with in accordance with Faculty's policy and procedures, and to the student for possible counselling or warning. The Head of School will then inform the Dean and Sub-dean in writing. A copy of this report shall be given to the student.

The Sub-dean

The Sub-dean will make sure that other discipline areas in which the student is enrolled are informed of the case and that a note of it is put on the student's file.

Advice from a former Faculty

At its meeting in September 1981, Faculty resolved that at the beginning of the academic year or semester, ‘members in charge of units’ should make their students aware of the main lines of the Faculty's policies and procedures by issuing to them a statement based on the document above; and that essay and assignment topics should be changed as often as possible in all units offered by the Faculty.

22 January 2001

APPEALS POLICY

The Rules and the Policy Statement are accessible, respectively, at <http://www.anu.edu.au/cabs/rules/index.html> and

<http://www.anu.edu.au/acad.registrar/perform.htm>. Applications may be made using the Application for Appeal to the Academic Performance Appeals Committee form (PDF Format).

Procedural changes

Criterion: General Academic Performance

The criterion remains the same: Where a student has, over four consecutive semesters of effective enrolment (excluding periods of approved leave) failed units to the value of more than half the points in which the student has been enrolled (fail includes N, NCN or WN), the student's enrolment in the award course will be terminated. The procedural change is that appeals against termination will in future be heard only at the beginning of each calendar year and will relate to breaches of the performance criteria in both First and Second Semester. There will be no hearing of appeals in mid-year. Students who have breached the General Academic Performance criterion at the end of First Semester in a year will be notified at that time by the Director, Student Administration and Support Services, that they are in breach and that unless they perform exceptionally well in Second Semester their enrolment will be terminated at the end of Second Semester. Appeals against termination will not be entertained at the end of First Semester.

Information about the **Library**: anulib.anu.edu.au

Information on support services at ANU: ACADEMIC SKILLS AND LEARNING CENTRE

The Academic Skills and Learning Centre offers ANU students free and confidential help with their academic work. The Centre is located on the lower ground floor of the Chancelry Annex (location map).

It operates during term and vacations on an appointment basis.

Open: Mon 9-7; Tues-Thurs 9-5; Fri 9-3.

Telephone: 6125-2972 <http://www.anu.edu.au/academicskills/>