

NEW CALEDONIA INTENSIVE FRENCH COURSE

virtual program

Summer 2020

Course Coordinator

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Dates

Monday 11 January to Friday 29 January 2021 (3 weeks; 26 January excluded for Australia Day)

Prerequisite

This program is open to students who have obtained a minimum GPA of 5.0 in **FREN2010** (or equivalent standard of French to be established by the School of Languages & Cultures). Students are expected to have a minimum B1 level of French. To receive credit and funding you must be eligible for the New Colombo Plan Short-Term Mobility Grant and have room in your program of study for #2 units of French.

Rationale

Your present level of French allows you to communicate successfully in everyday situations and share your views on a range of topics relevant across cultures. This intensive course will provide an environment where you can consolidate these skills and increase fluency.

Aims

This course aims to facilitate understanding of French Pacific and Kanak cultures while helping students increase their language proficiency.

Learning Objectives

On completion of this course, students will be able to:

1. Show understanding of intercultural issues in the New Caledonian context
2. Engage in discussion with increased spontaneity in French
3. Read and interpret information about New Caledonia in both English and in French
4. Understand lectures presented in French on a range of cultural topics
5. Present basic historical or cultural information in French
6. Critically reflect on learning experiences both in written and oral French

Teaching and learning approaches

Due to current travel restrictions, the course will be given by Zoom. You will need a good internet connection and computer to successfully complete the course. There will be 40 contact hours, 10-15 hours per week for three weeks with tutorials from Monday to Friday hosted online by Creipac (**C**entre de **R**encontres et d'**É**changes **I**nternationaux du **P**acifique) in Noumea. The typical schedule will be 2 hours of language instruction in the morning and 1 hour of cultural activities in the afternoon with a one-hour break between the activities. In addition to language classes, the program may include presentations by local artists, writers, political representatives and journalists. We are preparing hands-on interactive activities for you. You should read about New Caledonia's history and culture prior to departure. In addition to the instruction provided by Creipac, you will complete a research journal on a cultural topic of your choice.

Assessment

Attendance and assessment are compulsory. Assessment criteria is outlined below. Students who do not complete all assessment items (CREIPAC assessment + journal) will not receive credit for

the course. Students who successfully complete assessment with an average of 50% or higher will receive #2 credits of advanced French at UQ.

Cost (based on a group of 6)

- estimated cost is 81 200 CFA (currently \$1110 AUD)
- \$1500 grants will be provided for eligible students (up to 32 places available)

The cost includes:

- Tuition fees (3-weeks of language studies, 40 hours of contact)
- All enrolment fees
- Language placement test
- Cultural activities
- Presentations from local experts
- Assessment on listening and speaking skills
- Language school course completion certificate
- #2 units of French at UQ

Financial support

Funding for 2020 program is provided by [New Colombo Plan Short-Term Mobility Grants](#) (For undergraduate Australian citizens who do not have citizenship or residency in the host country).

Application

- Apply through UQ Abroad to verify your eligibility: <https://employability.uq.edu.au/get-experiences/global-experiences/short-term-experiences/apply-short-term-experience>

Deadlines

- 15 October 2020 Deadline to apply to UQ.
- Application and payment deadlines for Creipac will be advised. <https://www.creipac.nc/>

Please note: Students completing this course for credit and with funding must be able to claim **#2 advanced French credits which can be counted towards a French major or diploma but will not replace a core language class**. UQ students from Faculties other than Humanities & Social Sciences and students from other universities must receive approval from their faculty/university prior to enrolling (refer to UQ Abroad for further details).

Assessment

There will be three assessment items for this course:

1. Final speaking examination organized by Creipac (30%)
2. Final listening comprehension examination organized by Creipac (30%)
3. Journal de bord (40%). See below for further details.

To pass this course you must complete all three assessment pieces and must receive a final mark of 50% or higher. This mark will indicate your level of achievement, but it will not appear on your academic record.

Journal de bord

Assignment submission: Please submit an electronic copy of your written to the Noumea Blackboard Site via TurnItIn and to the Blog. You may submit individual entries as you complete them to the blog or you may submit all 5 entries at once if you prefer. The blog allows you to include links and images to highlight your experience. You can also leave feedback for your peers. Prior to the due date, you must submit your written journal entries as one text to TurnItIn. The *journal de bord* may be viewed by students in other UQ French classes interested in studying in New Caledonia.

Contact the course coordinator if you need help. By submitting your work, you declare the following:

I certify that this assignment is my own original work, and that I have had no external assistance other than assistance specifically permitted by the assignment criteria and/or course co-ordinator. I certify that I am familiar with the relevant requirements as specified on the School website and Course Profile, including the concept of and penalties for plagiarism. I certify that this assignment has not been submitted either previously or concurrently in whole or in part to this University or any other educational institution for marking and assessment.

Statement on help with assignments: All assignments submitted should be the work of the student and the student alone. This means that students are NOT to seek unauthorised outside help (which may include help from other students, teachers, private tutors, ghost writers, native speakers, or electronic translation software such as Google Translate, etc.) either in the preparation of assignments or in checking for errors before assignments are submitted. Cases where students are suspected of having used outside help will be referred to the School of Languages and Cultures Integrity Officer for further investigation. Students who use outside help may be found guilty of academic misconduct which can attract significant penalties. The University's policy on Student Integrity and Misconduct is available at <http://ppl.app.uq.edu.au/content/3.60.04studentintegrityandmisconduct>.

Format: Your *journal de bord* will document your learning throughout the course and will include **5 research entries and 1 reflective entry**. This journal is not a personal diary but a critical evaluation of your research journey. As you explore your topic you will describe what you learnt and evaluate the material and/or experience. The goal of each entry is to demonstrate how the resource has impacted your understanding of the research topic. Note: No more than 1 entry can come from an English language source and **permission is required**.

You will choose your topic and email it to the Course Coordinator no later than **Friday 11 December 2020**.

Length:

written work (40%):

1200 words +/- 10% excluding bibliographic details (200 words for each entry x 6 entries).
10% will be deducted for every 100 words below the word length.

Due date: **Friday 12 February 2021** Submit the complete written work to the course blog and also to TurnItIn on the course Blackboard site.

Proposed topics

1. L'environnement et la biodiversité en Nouvelle Calédonie
2. L'autonomie alimentaire, santé et respect de la terre en Nouvelle Calédonie
3. La société kanak traditionnelle et sa place aujourd'hui
4. La place de la femme kanak entre société traditionnelle et vie moderne
5. L'impact du Covid-19 sur l'économie et l'environnement en Nouvelle Calédonie
6. La/Les culture(s) calédonienne(s) et leur expression artistique.
7. L'autosuffisance de la Nouvelle Calédonie face à l'indépendance
8. Le multiculturalisme en Nouvelle-Calédonie, l'histoire des minorités et des groupes culturelles et ethniques
9. L'histoire de la colonisation de la Nouvelle-Calédonie (le bagne, les différents groupes de déportés, les différentes étapes de l'installation)

Written work

Entries 1 to 5 (1000 words): Each entry will be dated and organized as follows:

- Summarise the source briefly (see criteria for a list of possible sources). You may include a discussion with your host family if it relates directly to your topic but no more than one. Please provide clear references. Bibliographic information is not counted in the word count.
- Discuss how it contributed to your understanding of the topic and highlight any aspect which you found of particular value.

Entry 6: 200 words

- In this final entry you will reflect on your learning. You may discuss the difficulties you encountered while researching your topic and the strategies employed to overcome them as well as what you gained during the course and how your understanding (linguistic and/or cultural) may have progressed.

Written Marking Criteria – 40%					
	10	8	7	6	4.9 - 0
Research	You have undertaken comprehensive research on your topic and you have identified your chosen topic with a title. You used at least 4 different kinds of sources, e.g. interviews, oral presentation/ speech, electronic media, newspapers, books, promotional material, BD, paintings, sculptures or other artefacts. You have properly cited all sources.	You have undertaken solid research from at least three different types of sources which are clearly identified. There may be some minor inconsistencies in referencing but the research is clearly presented and identified.	You used at least three different kinds of sources to inform your research. Your referencing was less consistent.	You used only two different kinds of sources in your research or the research came from the same sources. Some irregular or improper referencing.	Your journal relies mainly on your personal opinion. 0 No citations are used or no reference information is provided.
	10	8	7	6	4.9 - 0
Linguistic quality and accuracy	You demonstrate an excellent knowledge and application of the linguistic and lexical features of French in your journal. There are no major mistakes (e.g. tenses, agreements, spelling) in your text.	You demonstrate a very good knowledge and application of the linguistic and lexical features of French. There may be several minor mistakes but very few major errors.	You demonstrate sound knowledge and application of French in your journal although major mistakes are more common. Overall your text is easy to follow.	You demonstrate an adequate knowledge and application of the linguistic and lexical features of French in your journal but your text lacks clarity at times due to more frequent mistakes.	The inaccurate use of linguistic structures and lexical features of French written expression makes your text difficult or impossible to read. Your text reads as a translation.
	14	11	9.8	8.4	6.9 - 0
Critical appraisal Entries 1 – 5	You consistently analyse your sources critically and demonstrate excellent understanding of your topic. Your reasoning is logical throughout.	You analyse all sources critically though one entry might be slightly more superficial. You demonstrate clear understanding of your topic and your reasoning is logical.	You generally assess your sources critically and demonstrate an adequate understanding of your topic. Your reasoning is logical but may contain a minor inconsistency.	Your journal is essentially descriptive in nature or there are some inconsistencies in your reasoning.	You do not evaluate your sources in your journal and your treatment of the topic remains superficial, or it is impossible to follow the logic of your reasoning.
	6	4.8	4.2	3.6	2.9-0
Entry 6	You reflect critically on your experience and identify key aspects of your learning journey. Your entry is engaging and highlights what you learned in New Caledonia.	You reflect critically on your experience and identify some aspects of your learning journey but with less depth.	You reflect on your experience with some critical analysis but the reflection is sometimes superficial.	You attempt to reflect on your experience but your entry remains essentially descriptive.	You make no attempt to reflect critically on your experience.