

BRESCIA UNIVERSITY
COLLEGE

CANADA'S WOMEN'S UNIVERSITY

2014-2015

FRENCH 1910, SECTIONS 532 (LECTURE) & 533 (LABORATORY)

COURSE OUTLINE, UNIVERSITY INFORMATION & COURSE TIMETABLE



BRESCIA UNIVERSITY COLLEGE
Affiliated with Western University

FRENCH 1910, SECTIONS 532 (LECTURE) & 533 (LABORATORY)
2014-2015

COURSE OUTLINE, UNIVERSITY INFORMATION & COURSE TIMETABLE

Professor: K. Fanni
Office: Mother St. James Building, room 40
telephone: 519-438-8451 (home)
e-mail: kfanni@uwo.ca

Office hour: Friday: 2:30-3:30
Often, it is more convenient, and more efficient to arrange, before or after class, a date and a time to meet with the professor. As well, it is possible for students seeking assistance to meet with the professor in the Brescia library, outside of the set office hour, academic timetables permitting.

CURRENT CALENDAR COURSE DESCRIPTION:

French 1910 University French (Level I): a study of the French language based on cultural, written material and basic grammar problems.

Antirequisite: French 1900E

Prerequisite: French 1010 or Grade 12U French or permission of the Department based on Placement Test

4 tutorial hours / laboratory hours, 1.0 course

HOURS OF CLASSROOM STUDY PER WEEK:

Lectures:

Monday: 1:30-3:30, room BR-14

Wednesday: 1:30-2:30, room BR-14

Language laboratory:

Monday (section 533): 5:30-6:30, language laboratory, room BR 206

GENERAL DESCRIPTION:

French 1910 answers the needs of students who already have a basic formation in French: Immersion, Grade 12U French, French 1010, or equivalent. This course is intended:

- to give you a solid review of the fundamental elements of French grammar
- to provide you with a more in-depth knowledge and understanding of these elements
- to teach you how to express yourself correctly in both oral and written French.

PLACE OF FRENCH 1910 IN THE VARIOUS FRENCH MODULES:

French 1910 is the first year university level language course. It is a prerequisite for all French modules and certificates: Honors Specializations, Specialization, Major in French for Teaching, Major, Minor, ACS Combined with French, and the “Certificat de français des affaires.”

LEARNING OBJECTIVES:

Upon successful completion of French 1910, students will have developed fundamental language skills sufficiently to have attained the level of B1, according to the **Common European Framework of Reference for Languages** (CEFR) - please consult:

http://editionsdidier.com/files/media_file_8416.pdf

The language skills in question are the following:

Grammar Skills - upon successful completion of the course, it is expected that students will

- better understand the fundamentals of French grammar, comprehension which will help them avoid making the most common errors
- possess more securely a basic knowledge of the nature and function of words, knowledge which will improve their understanding and practical application of French grammar

Reading and Writing Skills - upon successful completion of the course, it is expected that students will

- better understand, and read with greater ease, different types of texts
- better express their thoughts, needs and preferences in written French
- increase substantially their passive and their active vocabulary

Listening and Speaking Skills - upon successful completion of the course, it is expected that students will

- understand more accurately and more easily oral French, when a speaker is using his or her usual, or “neutral”, speed, rhythm and tone

- speak grammatically correct French more frequently, with greater ease, spontaneity, and naturalness
- make fewer errors in pronunciation

COURSE CONTENT:

In French 1910, the first university level language course, great importance is given to the written language. Correct written French is essential for students who intend to pursue their French studies and/or a career in which ability in the French language is an important element. For this reason a considerable amount of time is devoted to the following activities:

- a systematic study of grammar
- the writing of correct French through a variety of exercises from En Bonne Forme (EBF), the Student Activities Manual (SAM) and team assignments (*travaux d'équipe*), consisting of exercises of application and review
- the reading of a variety of short texts for comprehension and class presentations
- the reading and discussion of short stories
- the writing of compositions based on some various short stories
- the practice of listening to, and speaking French:

1) in the classroom, both individually and collectively, student discussions, group work, and oral presentations (*exposés*);

2) in the language laboratory: one hour per week will be spent in the language laboratory where students will work to improve their ability, both to express themselves orally in French, and to understand French which is spoken by different native speakers;

REQUIRED TEXTS AND SOFTWARE ACCESS CODE:

- Dietiker and Van Hooff. En Bonne Forme. 8th Edition. Houghton Mifflin, 2007.
- Dietiker and Van Hooff. Student Activities Manual. En Bonne Forme. 8th Edition. Houghton Mifflin, 2007.
- Roy, Gabrielle. Ces Enfants de ma vie. Boréal.
- Collins-Robert French/English dictionary (hardcover - not the little paperback version!)
- *Tell Me More*. Second language learning software program access code (to be confirmed)

DISTRIBUTION OF MARKS:

- *Tell Me More* activities and exercises (language laboratory work) = 5% (to be confirmed)
- 4 Compositions = 10%
- SAM = Student Activity Manuel (language laboratory work) = 10%
- Attendance & appropriate classroom participation = 5%
- 1 Presentation (*Exposé*) = 5%
- 8 Team assignments (*Travaux d'équipe*) = 10%
- 4 One hour tests = 20%
- 1 Dictation (April 2) = 5%
- Final exam = 30%

TEST SCHEDULE:

| TEST | DATE & TIME |
|--------|------------------------------------|
| Test 1 | Wednesday, October 23 (4:30-5:30) |
| Test 2 | Wednesday, November 27 (4:30-5:30) |
| Test 3 | Wednesday, February 4 (4:30-5:30) |
| Test 4 | Wednesday, March 25 (4:30-5:30) |

**TESTS MUST BE WRITTEN ON THE ASSIGNED DAY AND TIME.
THERE ARE NO MAKEUP TESTS UNLESS VALID REASON, SUPPORTED BY
DOCUMENTATION, IS GIVEN.**

COMPOSITION SCHEDULE:

| COMPOSITIONS | DATE DUE |
|----------------------------------|-----------------------|
| Composition 1: details to follow | Wednesday, October 9 |
| Composition 2: details to follow | Wednesday, December 4 |
| Composition 3: details to follow | Wednesday, January 28 |
| Composition 4: details to follow | Wednesday, March 18 |

TEAM WORK:

Students will be placed in teams of 3-4 to work on grammar application, and review exercises. It is expected that members of groups will read the pertinent explanations and information in the grammar textbook; that members **will work as a team**, discussing questions and answers, conducting the necessary research to solve problems when they arise, or to settle differences of opinion of a grammatical nature, and overall diligently assisting one another with explanations and examples of the grammar points in question. Team assignments will primarily consist of exercises which apply the grammar points presented and explained in each of the chapters of the textbook.

TEAM WORK SCHEDULE:

| NUMBER | ASSIGNMENTS | DATE DUE |
|--------|---|---------------------|
| #1 | Chapters 1 & 2: le présent, l'impératif, le passé composé | Wednesday, Sept. 25 |
| #2 | Chapters 3 & 4: l'imparfait, le plus-que-parfait | Wednesday, Oct. 16 |
| #3 | Chapters 5: le passé simple, le récit au passé | Wednesday, Oct. 29 |
| #4 | Chapters 6 & 7: le nom et l'adjectif, l'article | Wednesday, Nov. 19 |
| #5 | Chapters 8 & 9: le comparatif, le superlatif, le récit au passé | Wednesday, Jan. 21 |
| #6 | Chapters 10: la négation, révision | Wednesday, Feb. 11 |
| #7 | Chapters 11 & 12: les pronoms personnels, le verbe pronominal | Wed., Feb. 25 |
| #8 | Chapters 13 & 14: l'infinitif, le futur, révision | Mon., March 23 |

LANGUAGE LABORATORY SCHEDULE, SECTION 531:

The laboratory hour will be on **Wednesdays, 5:30-6:30**. The content of each session will be announced prior to the session. The laboratory sessions will consist of exercises found on-line, and accessed through the *En Bonne Forme* SAM site, as well as of linguistic and cultural activities accessed through *Tell Me More* (to be confirmed).

ATTENDANCE IS COMPULSORY AT ALL SESSIONS.

N.B. - THERE ARE NO MAKEUP LABS. LABS NOT ATTENDED WILL BE RECORDED AS "0".

CLASS ATTENDANCE:

In order to achieve the Learning Objectives for French 1910, students are expected to attend class and complete the homework assignments. Each hour of class missed, including one hour of a two hour class, is counted as an absence.

Daily active participation in the classroom is essential for success in acquiring a foreign language. The classroom provides students with an excellent environment to learn, apply and experiment with the fundamental grammatical structures of the French language; it also affords them the occasion to hear and speak the language; as well, they are offered the opportunity to expand their knowledge of French, and francophone culture. Students are expected to have assigned homework exercises completed, and to be actively involved in all classroom learning activities, written, oral and aural.

Students who choose to be absent from class are reminded that much is taught and done in class; and that, consequently, much will be missed.

If homework assignments, including readings, are not completed, it is poor and improper academic practice simply to copy correct answers when they are taken up in class, or to do in class, a reading which had been assigned to be done before class.

If homework is not done regularly, nor to the best of one's abilities, the probability of not doing well in the course is significantly increased.

French 1910 is an **intensive language course**, which means that course content is covered much more quickly in a university class than what is typical in a high school class. There is little time for review. Students are responsible for their learning and progress. For this reason, as university students, they can expect to spend more time on homework than what was the case in high school. **Two hours of homework per class hour are recommended by university professors as the minimum amount of time to spend on a course.**

In French 1910, students will be asked to do a considerable number of grammar exercises, as well as reading and vocabulary study outside of class. To achieve good results, grammar rules and vocabulary cannot be crammed the night before a test.

To achieve success in learning French, it is important that students keep up on a daily basis with the assigned exercises and reading assignments in *En Bonne Forme* and *Ces Enfants de ma vie*. Most of all, **they are reminded not to let themselves fall behind, as there is little time to get caught up during the university year.**

Assignments in all courses and programs tend to be quite heavy in November and March, and final exams are in December (half courses) and April (full year and second term half courses).

STUDENTS ARE ASKED TO PAY CLOSE ATTENTION TO THE PAGES ON PLAGIARISM AND ACADEMIC ACCOMMODATION FOR 10% OR MORE, PAGES WHICH ARE ATTACHED TO THIS OUTLINE.

THE WEBSITE FOR APPEALS FOR MEDICAL ACCOMMODATION IS:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

ACADEMIC ACCOMMODATION FOR A VALID REASON FOR MISSING WORK WORTH LESS THAN 10% WILL BE DETERMINED BY THE INSTRUCTOR ON AN INDIVIDUAL BASIS. DOCUMENTATION MAY BE REQUIRED.

Other helpful information:

1) The reference section in the Beryl Ivey Library (Brescia) has various types of dictionaries and some books to help students study French.

2) Here are some excellent French websites which students are strongly encouraged to visit and use:

a) <http://french.about.com/>

This site gives students access to a multitude of on-links to all things French: language instruction, culture, current events, games: television, radio, videos, print, and more.

b) <http://www.laits.utexas.edu/tex/gr/>

This website is otherwise known as “Tex’s French Grammar” or “Grammaire de l’absurde.” It provides excellent grammar explanations in English, along with interactive exercises.

c) <http://www.utm.edu/departments/french/french.html>

This website is generally known as

“Tennessee Bob’s Famous French Links.” It has many helpful links, one of which is “French Grammar Central” - a site which has 10,000 links to various aspects of French Grammar.

d) <http://www.uni.edu/becker>

This website offers selected websites to help you learn about French and French culture.

e) <http://www.studygs.net/>

This website offers some useful study guides and strategies.

f) <http://bonpatron.com>

This website identifies but does not correct spelling and grammar errors in written assignments. Students just type in their work. Errors are indicated, and the explanations given will help them correct and revise their work.

g) Websites to improve one’s speaking and listening abilities:

1. [Compréhension audio - French Listening Comprehension - Le Point ...](#)
2. [Français Langue Étrangère - B2: Exercices de compréhension orale](#)
3. [liens de langue française \(avancé\)](#)
4. http://www.tv5.org/cms/chaine-francophone/info/p-1909-L_actualite_en_video.htm?jt=jt_monde
5. [les sites pour améliorer ta prononciation - Phonétique du français](#)
6. <http://phonetique.free.fr/>

If students find other good websites, please make the sites know in class.

Emploi Du Temps

2014-2015

| <u>Semaine du</u> | <u>Grammaire, vocabulaire & structure phrastique</u> | <u>Lecture & travaux préparatoires</u> | <u>Devoirs (travaux d'équipe), exposés, compositions, tests</u> | <u>Travaux au laboratoire de langues</u> |
|-------------------------|--|---|--|---|
| | <i>En Bonne Forme</i> (EBF) 8 th édition; | <i>En Bonne Forme</i> 8 th édition; <i>Ces Enfants de ma vie</i> ; polycopiés | tests de grammaire ; tests de compréhension orale ; compositions; exposés ; jours fériés | <i>SAM</i> : divers types d'exercices ; <i>Tell Me More</i> : exercices oraux, écrits, d'écoute ; visionnement de vidéos (à confirmer) ; |
| 1 8-12 sept. | prise de contact ; prendre connaissance du descriptif du cours ; nature et fonction des mots ; EBF - ch. préliminaire ; ch. 1 - présent: verbes réguliers et irréguliers | lecture d'EBF - ch. 1 " <i>Le Symbole</i> " (de Climbié); poème de Jacques Prévert; préparation à la 1 ^{re} composition: distribution du polycopié : comment rédiger une composition: quelques conseils exposé: distribution des polycopiés; temps alloué au travail d'équipe #1 | | prise de contact |
| 2 15-19 sept. | ch. 1 – impératif; ch. 2 - passé composé | lecture d'EBF: poème de Jacques Prévert (ch.2); temps alloué au travail d'équipe #1 | 1^{er} exposé - ch. 2: "Déjeuner du matin" et "Pour toi mon amour" | <i>SAM</i> : divers types d'exercices ; <i>Tell Me More</i> : exercices d'écoute, de prononciation ; visionnement de vidéos |

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| 3 22- 26 sept. | ch. 2 (suite); ch. 3 – imparfait; - passé composé & imparfait | notice biographique de Gabrielle Roy; sa carrière d’institutrice; | 1er travail d’équipe (ch. 1 & 2): date de remise: le 25 sept. | SAM : divers types d’exercices ; Tell Me More: exercices d’écoute, de prononciation ; visionnement de vidéos |
| | introduction à <i>Ces Enfants de ma vie</i> : | | | |
| | commencer la lecture de “Vincento” en vue de la 2 ^e composition, pp. 9-16 ; 16 ; | | | |
| | questions portant sur: “Vincento”, pp. 9-16; | | | |
| 4 29 sept.-3 oct. | ch. 3 (suite et fin) | temps alloué au travail d’équipe #2 | 2e exposé - ch. 3: “Les Fêtes en Indochine” de <i>La Petite Tonkinoise</i>); | SAM : divers types d’exercices ; Tell Me More: exercices d’écoute, de prononciation ; visionnement de vidéos |
| 5 6-10 oct. | ch. 4 - plus-que-parfait - 3 temps du passé dans un récit - “venir de”, expressions avec “avoir” | préparation de la 2 ^e composition | 1re composition: le 9 oct. | SAM : divers types d’exercices ; Tell Me More: exercices d’écoute, de prononciation ; visionnement de vidéos |
| | temps alloué au travail d’équipe #2 | | | |
| 6 13-17 oct. | ch. 4 (suite et fin) | temps alloué au travail d’équipe #2 | Action de grâces : le 13 oct. | SAM : divers types d’exercices ; Tell Me More: exercices d’écoute, de prononciation ; visionnement de vidéos |
| | révision | 2e travail d’équipe (ch. 3 & 4): date de remise: le 16 oct. | | |
| | | 3^e exposé - ch. 4: “Une humiliation mémorable” de <i>Le Gone du Cha’ba</i>) | | |
| 7 20-24 oct. | ch. 5 - passé simple; - verbes: “savoir”, “connaître” | temps alloué au travail d’équipe #3 | test 1: le 23 oct. | SAM : divers types d’exercices ; Tell Me More: exercices d’écoute, de prononciation ; visionnement de vidéos |
| | | 4e exposé - ch. 5: “Les transports parisiens” | | |

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| 8 27-31 oct. | ch. 6 – nom; - adjectif | temps alloué au travail d'équipe #3 | 3e travail d'équipe: ch. 5 & récit au passé: date de remise: le 29 oct. | SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos |
| 9 3-7 nov. | ch. 6 (suite et fin); ch. 7 - articles définis, indéfinis & partitifs : - emplois - "de" vs pas d'article; - expressions de quantité ; - en, au, aux, à, dans | temps alloué au travail d'équipe #4 | 5e exposé - ch. 6: "Un grand malade" de <i>Le voyage en France</i>) | SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos |
| 10 10-14 nov. | ch. 7 (suite et fin); | temps alloué au travail d'équipe #4 ; | 6e exposé - ch. 7: "Festin étranger" de <i>Nord perdu</i> | SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos |
| 11 17-21 nov. | ch. 8 – comparatif; - superlatif | temps alloué au travail d'équipe #4 ; révision | 4e travail d'équipe: ch. 6 & 7: date de remise: le 19 nov. | SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos |
| 12 24-28 nov. | ch. 8 (suite et fin); ch. 9 - négation | commencer la lecture de "L'Enfant de Noël" en vue de la 3 ^e composition, dans <i>Ces Enfants de ma vie</i> , pp. 17-34 ; temps alloué au travail d'équipe #5 | test 2: le 27 nov. 7e exposé - ch. 8 - "Mobs, deux- roues, gros cubes"; textes sur Noël (à confirmer) | SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos |

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| <p>13</p> <p>1-5 décembre</p> <p>fin du 1er trimestre: le mercredi 3 déc. ; journées d'étude: les 4 et 5 déc.</p> | <p>ch. 9 - (suite et fin)</p> | <p>temps alloué au travail d'équipe #5 ;</p> | <p>2e composition: le 4 déc.</p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>JOYEUX NOËL & JOYEUSES FÊTES BONNE & HEUREUSE ANNÉE ! BONHEUR, SANTÉ & PROSPÉRITÉ EN 2015!</p> | | | | |
| <p>14</p> <p>5-9 jan.</p> | <p>ch. 9 – révision; ch. 10 - pronoms interrogatifs; - adverbes interrogatifs ; - “penser” + de VS “penser” + “à”</p> | <p>pronoms interrogatifs: exercices d'application et de vérification ;</p> <p>temps alloué au travail d'équipe #5;</p> | <p>8e exposé - ch. 9 - “Un Père inflexible”, de <i>L'Africain</i></p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>15</p> <p>12-16 jan.</p> | <p>ch. 10 (suite et fin)</p> | <p>pronoms interrogatifs: exercices d'application et de vérification ;</p> <p>temps alloué au travail d'équipe #5</p> | <p>5e travail d'équipe: ch. 8, 9 & récit au passé: date de remise: le 21 jan.</p> <p>9e exposé - ch. 10 - “Enquêtes- minute”, de <i>Les Choses</i></p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>16</p> <p>19-23 jan.</p> | <p>ch. 11 – pronoms personnels</p> | <p>pronoms personnels: exercices d'application et de vérification ;</p> <p>temps alloué au travail d'équipe #6 ;</p> <p>commencer la lecture de “L'Alouette” en vue de la 4e composition, dans <i>Ces Enfants de ma vie</i>, pp. 35-52</p> | <p>3e composition: le 28 jan.</p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>17</p> <p>26-30 jan.</p> | <p>ch. 11 (suite et fin)</p> | <p>pronoms personnels: exercices d'application et de vérification ;</p> <p>temps alloué au travail d'équipe #6 ;</p> <p>révision</p> | <p>test 3 : le 4 fév.</p> <p>10e exposé (à communiquer)</p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p> |

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| 2-6 fév. | 18 | ch. 12 - verbes pronominaux - “tout” adjective, adverbe et pronom | temps alloué au travail d’équipe #6 | 6e travail d’équipe: ch. 10, 11 & récit au passé: date de remise: le 11 fév. | SAM : divers types d’exercices ; <i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos |
| 9-13 fév. | 19 | ch. 12 (suite et fin) | temps alloué au travail d’équipe #7 | 11e exposé - ch. 12 - “Premier Contact avec la télévision”, de <i>La goutte d’or</i> | SAM : divers types d’exercices ; <i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos |
| 16-20 fév. | 20 | SEMAINE D’ÉTUDE | SEMAINE D’ÉTUDE | SEMAINE D’ÉTUDE | |
| 23-27 fév. | 21 | ch. 13 – infinitif; - “faire” causatif - “laisser” et verbes de perception | temps alloué au travail d’équipe #7 | 7e travail d’équipe: ch. 11 & 12 : date de remise: le 25 fév. ; 12e exposé - ch. 13 - “Le Chandail”, de <i>Le Chandail de hockey</i> | SAM : divers types d’exercices ; <i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos |
| 2-6 mars | 22 | ch. 13 (suite et fin) | temps alloué au travail d’équipe #8 | | SAM : divers types d’exercices ; <i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos |
| 9-13 mars | 23 | ch. 14 - futur simple et futur antérieur | temps alloué au travail d’équipe #8 ; révision | | SAM : divers types d’exercices ; <i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos |

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| <p>24 16-20 mars</p> | <p>ch. 14 - (suite et fin); révision</p> | <p>temps alloué au travail d'équipe #8 ; révision;</p> | <p>test 4: le 25 mars; 13e exposé (à communiquer)</p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More</i>: exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>25 23-27 mars</p> | <p>ch. 15 - conditionnel présent & passé; - propositions hypothétiques avec la conjonction "si"; - le verbe "devoir"</p> | <p>conditionnel: exercices d'application et de vérification</p> | <p>4e composition: le 18 mars ; 8e travail d'équipe: ch. 13 & 14 : date de remise: le 23 mars ;</p> | <p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More</i>: exercices d'écoute, de prononciation ; visionnement de vidéos</p> |
| <p>26 30 mars -3 avril</p> | <p>ch. 15 (suite et fin); révision</p> | <p>révision: exercices sur les phrases au conditionnel</p> | <p>dictée (au laboratoire): le 30 mars; 14e exposé (à communiquer) révision:</p> | |
| <p>27 6-10 avril fin du 2e trimestre: le mercredi 8 avril; journées d'étude: les 9 et 10 avril</p> | <p>révision</p> | <p>révision:</p> | <p>période des examens: le 11 avril au 30 avril</p> | <p><i>SAM</i> : divers types d'exercices (à confirmer) ; <i>Tell Me More</i>: exercices d'écoute, de prononciation ; visionnement de vidéos</p> |

Statement of commitment of professor to students:

As a faculty member of Brescia University College, I commit myself to providing the best instruction of which I am capable to my students. My personal and professional sense of duty call upon me to be well prepared and available for consultation. I endeavour to create a classroom atmosphere which fosters love of learning, sustained effort, and a serious outlook towards one's studies. I furthermore strive to create an academic environment where each student is respected, and encouraged to work to the best of his or her ability, in order that all students achieve the academic results of which they are capable.

Statement of adherence of student to academic values:

Love of learning, hard work, initiative, intellectual integrity and respect for others are the authentic values to which students are called upon to commit themselves in the course of their university studies, and beyond.

BON SUCCÈS DANS

VOS ÉTUDES DE

FRANÇAIS !

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the

Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

Brescia University College, affiliated with Western University

Additional Policies and Information

Academic accommodation is given for Religious Holidays:

Students should be careful to check the policy well in advance and be sure to follow the proper steps outlined in the University Calendar.

Unless otherwise noted by your Professor, the following policy is in effect:

Use of Electronic Devices:

Students are not allowed to have a cell phone, or any other electronic device, with them during tests or examinations.

Use of Laptops in the Classroom

The use of laptop computers can contribute to student engagement and effective learning. At the same time, it is recognized that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using laptops for purposes not directly related to the class may be subject to sanctions under **THE UNIVERSITY OF WESTERN UNIVERSITY CODE OF STUDENT CONDUCT** See:

<http://www.uwo.ca/univsec/board/code.pdf>

Inappropriate use of laptops during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students are strongly advised to operate laptops with batteries rather than power cords.

THE BRESCIA WRITING CENTRE



Brescia

Writing

Hours: Open Monday to Friday

See our web page for details

http://www.brescia.uwo.ca/academics/writing_center/index.html

