

**BRESCIA UNIVERSITY**  
**COLLEGE**

**CANADA'S WOMEN'S UNIVERSITY**

**2013-2014**

**FRENCH 1910 (SECTIONS 530, 531 & 532)**

**COURSE OUTLINE, UNIVERSITY INFORMATION & COURSE TIMETABLE**



**FRENCH 1910 (SECTIONS 530, 531 & 532) - BRESCIA UNIVERSITY  
COLLEGE**

**2013-2014**

**COURSE OUTLINE, UNIVERSITY INFORMATION & COURSE TIMETABLE**

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Office hour: Tuesday: 1:30-2:30  
Often, it is more convenient, and more efficient, to arrange before or after a class, a date and a time to meet with me. When necessary or practical, I also meet students in the library and provide assistance to them there, outside of my office hour.

**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: 2:30-4:30, room BR 304

Wednesday: 2:30-3:30, room BR-MRW 152

Language laboratory:

Monday (section 533): 4:30-5:30, Language laboratory, room BR 206

Wednesday (section 532): 1:30-2:30, Language laboratory, room BR 206

Wednesday (section 531): 3:30-4:30, 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:**

By the end of French 1910 you will have been taught to be more competent in the various language skills:

Grammar Skills – it is expected that you will:

- understand better the fundamentals of French grammar which will help you avoid making the most common errors
- possess a basic knowledge of the nature and function of words which will improve your understanding of French grammar

Reading and Writing Skills - it is expected that you will:

- be better able to read and understand different types of texts
- express your thoughts more easily in written French
- increase your active and passive vocabulary

Listening and Speaking Skills - it is expected that you will:

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

- speak correct French more easily and naturally
- make fewer errors in pronunciation

### **COURSE CONTENT:**

As French 1910 is the first university level language course, great importance is given to the written language. Correct oral and written French is essential for students who wish to use French in their future career. 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, particularly in activities such as discussions, group work, and oral presentations (*exposés*) in which the class as a whole will be invited to participate actively;

2) in the language laboratory: approximately one hour per week will be spent in the language laboratory where you will work to improve your ability, both to express yourself orally in French, and to understand French spoken by different native speakers; in addition, the language laboratory will provide you with the opportunity to choose from a multitude of linguistic, cultural, historical, social, and more, activities, the topics, themes, skills, etc. which interest you personally and which would like to pursue or develop.

### **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

### **DISTRIBUTION OF MARKS:**

- *Tell Me More* activities and exercises (language laboratory work) = 5%
- 4 Compositions = 10%
- SAM = **S**tudent **A**ctivity **M**anuel (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:**

<b>TEST</b>	<b>DATE &amp; TIME</b>
Test 1	Wednesday, October 23 (2:30-3:30)
Test 2	Wednesday, November 27 (2:30-3:30)
Test 3	Wednesday, January 29 (2:30-3:30)
Test 4	Wednesday, March 19 (2:30-3:30)

**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:**

<b>COMPOSITIONS</b>	<b>DATE DUE</b>
Composition 1 - choice of topic from a selection of topics of general interest	October 9
Composition 2 - choice of topic from a selection of topics drawn from <i>Ces Enfants de ma vie</i>	December 4
Composition 3 - choice of topic from a selection of topics drawn from <i>Ces Enfants de ma vie</i>	January 22
Composition 4 - choice of topic from a selection of topics drawn from <i>Ces Enfants de ma vie</i>	March 26

**TEAM WORK:**

You 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	September 25
#2	Chapters 3 & 4: l'imparfait, le plus-que-parfait	October 16
#3	Chapters 5: le passé simple, le récit au passé	October 30
#4	Chapters 6 & 7: le nom et l'adjectif, l'article	November 20
#5	Chapters 8 & 9: le comparatif, le superlatif, le récit au passé	January 15
#6	Chapters 10: la négation, révision	February 5
#7	Chapters 11 & 12: les pronoms personnels, le verbe pronominal	February 26
#8	Chapters 13 & 14: l'infinitif, le futur, révision	March 26

## LANGUAGE LABORATORY SCHEDULE:

The laboratory hour will be on **Monday, from 4:30-5:30, for section 533 students**; on **Wednesday, from 1:30-2:30, for section 532 students**; and on **Wednesday, from 3:30-4:30, for section 531 students**. 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*.

**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, you 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 you with an excellent environment to hear and speak the language as well as the opportunity to expand your knowledge of French culture and of the basic grammatical structures of the French language. You are expected to have the assigned homework exercises done and to become actively involved in class discussion.

If you choose not to come to class, you must accept the consequence of not having a clear understanding of the material taught during the class you missed.

If you choose not to do homework assignments, you must accept the consequence of not knowing whether or not you understand the material taught. Simply copying the correct answers when they are taken up in class does not mean that you could have done them just as well on your own.

If you choose not to do homework consistently, you must accept the possibility of not doing as well in the course as you would like to do.

French 1910 is an **intensive language course**, which means that course content is covered much more quickly in a university class than in a high school class. There is little or no time for review. You are responsible for your own learning and progress. For this reason, as a university student, you can expect to spend more time on homework than you did 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, you will be asked to do a considerable amount of grammar exercises, reading, and vocabulary study outside of class. Grammar rules and vocabulary cannot be crammed the night before a test.

To achieve success in learning French it is important that you 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, **do not let yourself fall behind, as there is little or no 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).

**PLEASE PAY CLOSE ATTENTION TO THE PAGES ON PLAGIARISM AND ACADEMIC ACCOMMODATION FOR 10% OR MORE, 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.**

## **AND LAST BUT NOT LEAST!**

Here is some helpful information:

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

2) Here are some excellent French websites you might like to try:

a) <http://french.about.com/> This website belongs to Laura K Lawless who has an online newsletter to which you can subscribe.

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 with interactive exercises. Some of these explanations and exercises will be used in class.

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 your written assignments. Just type in your work. Errors are indicated and the explanations given will help you correct and revise your work.

g) <http://www.?.> if you find some good websites, please let us all know.

**BON SUCCÈS DANS**

**VOS ÉTUDES DE**

**FRANÇAIS !**



## Emploi Du Temps

2013-2014

<u>Semaine du</u>	<u>Grammaire, vocabulaire &amp; structure phrastique</u>	<u>Lecture &amp; 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 <sup>th</sup> édition;	<i>En Bonne Forme</i> 8 <sup>th</sup> édition; <i>Ces Enfants de ma vie</i> ; polycopiés	tests de grammaire ; tests de compréhension orale ; compositions; exposés ; jours fériés	<i>Tell Me More</i> : exercices oraux, écrits, d'écoute ; visionnement de vidéos ; <i>SAM</i> : divers types d'exercices
1 9-14 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 <sup>re</sup> composition: "Ma Première Semaine à l'université";  distribution du polycopié : comment rédiger une composition: quelques conseils  exposé: distribution des polycopiés;  temps alloué au travail d'équipe #1		pas de séance de laboratoire
2 16-20 sept.	ch. 1 – impératif;  ch. 2 - passé composé	lecture d'EBF: poème de Jacques Prévert (ch.2);  temps alloué au travail d'équipe #1	<b>1<sup>er</sup> exposé</b> - 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

3 23- 27 sept.	ch. 2 (suite); ch. 3 – imparfait; - passé composé & imparfait	introduction à <i>Ces Enfants de ma vie</i> : notice biographique de Gabrielle Roy; sa carrière d’institutrice;  introduction à “Vincentol”, pp. 9-16 ;  questions portant sur: “Vincentol”, pp. 9-16;	<b>1er travail d’équipe (ch. 1 &amp; 2):</b> date de remise: le 25 sept..	<i>SAM</i> : divers types d’exercices ; <i>Tell Me More</i> : exercices d’écoute, de prononciation ; visionnement de vidéos
4 30 sept-4 oct.	ch. 3 (suite et fin)	<i>Ces Enfants de ma vie</i> : suite de “Vincentol” pp. 9-16  temps alloué au travail d’équipe #2	<b>2e exposé</b> - ch. 3: “Les Fêtes en Indochine” de <i>La Petite Tonkinoise</i> );	<i>SAM</i> : divers types d’exercices ; <i>Tell Me More</i> : exercices d’écoute, de prononciation ; visionnement de vidéos
5 7-11 oct.	ch. 4 - plus-que-parfait - 3 temps du passé dans un récit - “venir de”, expressions avec “avoir”	commencer la lecture de “L’Enfant de Noël”, pp. 19-34, dans <i>Ces Enfants de ma vie</i> ;  questions portant sur: “L’Enfant de Noël”, pp. 19-34;  distribution des sujets de la 2 <sup>e</sup> composition ;  temps alloué au travail d’équipe #2	<b>1re composition:</b> le 9 oct.	<i>SAM</i> : divers types d’exercices ; <i>Tell Me More</i> : exercices d’écoute, de prononciation ; visionnement de vidéos
6 14-18 oct.	ch. 4 (suite et fin)	temps alloué au travail d’équipe #2  révision	<b>Action de grâces</b> : le 14 oct.  <b>2e travail d’équipe (ch. 3 &amp; 4):</b> date de remise: le 16 oct.  <b>3<sup>e</sup> exposé</b> - ch. 4: “Une humiliation mémorable” de <i>Le Gone du Cha’ba</i> )	<i>SAM</i> : divers types d’exercices ; <i>Tell Me More</i> : exercices d’écoute, de prononciation ; visionnement de vidéos
7 21-25 oct.	ch. 5 - passé simple; - verbes: “savoir”, “connaître”	temps alloué au travail d’équipe #3	<b>test 1:</b> le 23 oct.  <b>4e exposé</b> - ch. 5: “Les transports parisiens”	<i>SAM</i> : divers types d’exercices ; <i>Tell Me More</i> : exercices d’écoute, de prononciation ; visionnement de vidéos

8 28 oct.-1 nov.	ch. 6 – nom; - adjectif	temps alloué au travail d'équipe #3	<b>3e travail d'équipe: ch. 5 &amp; récit au passé:</b> date de remise: le 30 oct.;	SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos
9 4-8 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	<b>5e exposé</b> - 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 11-15 nov.	ch. 7 (suite et fin);	temps alloué au travail d'équipe #4 ;	<b>6e exposé</b> - 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 18-22 nov.	ch. 8 – comparatif; - superlatif	temps alloué au travail d'équipe #4 ;  révision	<b>4e travail d'équipe: ch. 6 &amp; 7:</b> date de remise: le 20 nov.;	SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos
12 25-29 nov.	ch. 8 (suite et fin); ch. 9 - négation	3e composition: distribution des sujets ;  commencer la lecture de "L'Alouette", dans <i>Ces Enfants de ma vie</i> , pp. 37-52 ;  polycopié à distribuer: questionnaire sur "L'Alouette" ;  temps alloué au travail d'équipe #5 ;	<b>test 2:</b> le 27 nov.  <b>7e exposé</b> - ch. 8 - "Mobs, deux- roues, gros cubes"; textes sur Noël	SAM : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos

<p><b>13</b></p> <p>2-6 décembre</p> <p>fin du 1er trimestre: le 5 déc. ; journées d'étude : les 6 et 7 déc.</p>	<p>ch. 9 - (suite et fin)</p>	<p>temps alloué au travail d'équipe #5 ;</p>	<p><b>2e composition:</b> 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 &amp; JOYEUSES FÊTES</p>	<p>BONNE &amp; HEUREUSE ANNÉE !</p>	<p>BONHEUR, SANTÉ &amp;</p>	<p>PROSPÉRITÉ</p>	<p>EN 2013!</p>
<p><b>14</b></p> <p>6-10 jan.</p>	<p>ch. 9 – révision; ch. 10 - pronoms interrogatifs; - adverbess 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><b>8e exposé</b> - 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><b>15</b></p> <p>13-17 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><b>5e travail d'équipe: ch. 8, 9 &amp; récit au passé:</b> date de remise: le 15 jan.</p> <p><b>9e exposé</b> - 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><b>16</b></p> <p>20-24 jan.</p>	<p>ch. 11 – pronoms personnels</p>	<p>pronoms personnels: exercices d'application et de vérification ; temps alloué au travail d'équipe #6</p>	<p><b>3e composition:</b> le 22 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><b>17</b></p> <p>27-31 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>4e composition: distribution des sujets ;</p> <p>commencer la lecture de “De La Truite dans l'eau glacée”, dans <i>Ces Enfants de ma vie</i>, pp. 143-212 ; révision</p>	<p><b>test 3</b> : le 29 jan.</p> <p><b>10e exposé</b> - ch. 11 - “La lettre de Marius”, de <i>Fanny</i></p>	<p><i>SAM</i> : divers types d'exercices ; <i>Tell Me More:</i> exercices d'écoute, de prononciation ; visionnement de vidéos</p>

3-7 fév.	<b>18</b>	ch. 12 - verbes pronominaux - “tout” adjective, adverbe et pronom	temps alloué au travail d’équipe #6	<b>6e travail d’équipe: ch. 10, 11 &amp; récit au passé:</b> date de remise: le 5 fév.	<i>Tell Me More:</i> exercices d’écoute, de prononciation ; visionnement de vidéos SAM : divers types d’exercices
10-14 fév.	<b>19</b>	ch. 12 (suite et fin)	temps alloué au travail d’équipe #7	<b>11e exposé</b> - 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
17-21 fév.	<b>20</b>	SEMAINE D’ÉTUDE	SEMAINE D’ÉTUDE	SEMAINE D’ÉTUDE	
24-28 fév.	<b>21</b>	ch. 13 – infinitif; - “faire” causatif - “laisser” et verbes de perception	temps alloué au travail d’équipe #7	<b>7e travail d’équipe: ch. 11 &amp; 12 :</b> date de remise: le 26 fév. ; <b>12e exposé</b> - 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
3-7 mars	<b>22</b>	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
10-14 mars	<b>23</b>	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

<p><b>24</b> 17-21 mars</p>	<p>ch. 14 - (suite et fin); révision</p>	<p>temps alloué au travail d'équipe #8 ; révision;</p>	<p><b>test 4:</b> le 19 mars; <b>13e exposé</b> - ch. 14 - "L'Étoile jaune", de <i>Un Sac de billes</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><b>25</b> 24-28 mars</p>	<p>ch. 15 - conditionnel présent &amp; passé; - propositions hypothétiques avec la conjonction "si"; - le verbe "devoir"</p>	<p>conditionnel: exercices d'application et de vérification</p>	<p><b>4e composition:</b> le 26 mars ; <b>8e travail d'équipe: ch. 13 &amp; 14</b> : date de remise: le 26 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><b>26</b> 31mars -4 avril</p>	<p>ch. 15 (suite et fin); révision</p>	<p>révision: exercices sur les phrases au conditionnel</p>	<p><b>dictée (au laboratoire):</b> le 2 avril; <b>14e exposé</b> - ch. 15 - "Si j'étais à ta place", de <i>Le bal du dodo</i></p>	<p>révision:</p>
<p><b>27</b> 7-8 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>

# 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/2013/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](http://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**

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](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.

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



**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.