

FR2600E – Introduction à la littérature française (du Moyen Âge au XXI^e siècle)

SECTION 531 : LE MERCREDI 17 H 30 -20 H
MODALITÉ : SYNCHRONE SUR ZOOM

Coordonnées des professeurs

1 ^{er} semestre	Professeure	Madame Heather Kirk, PhD
	Courriel	hkirk4@uwo.ca
	Téléphone	519.432.8353 ext. 28260
	Bureau	Ursuline Hall 346
	Heures de bureau	Le lundi de 11 h 30 à 12 h 30 sur Zoom (code : 920 6141 9407) Le mardi de 13 h 30 à 15 h 30 à UH 346, ou sur rendez-vous
2 ^e semestre	Enseignant	Tetzner Leny Bien Aimé, PhD(c)
	Courriel	tbienaim@uwo.ca
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	Bureau	Ursuline Hall 366
	Heures de bureau	Le mercredi 20:35 à 21:35 (sur Zoom) Le jeudi de 11:35 à 12:35 (sur Zoom jusqu'au retour en présentiel) : Ursuline Hall 366, ou sur rendez-vous

Description prise du calendrier universitaire

A study in depth of some major French texts, with training in the skills of literary analysis.

Antirequisites: FR2605F/G, FR2606F/G

Prerequisites: FR1900E, FR1910, or permission of the Department.

Description et objectifs du cours

Ce cours vise à familiariser les étudiant.e.s avec de grandes œuvres canoniques des littératures d'expression francophone du Moyen Âge jusqu'au présent. Par le biais de cours magistraux, d'activités de groupe et de lectures personnelles, nous explorerons des extraits représentatifs ainsi que quatre œuvres entières afin de développer les compétences nécessaires à l'analyse critique de plusieurs genres, périodes et courants historiques. Aucune connaissance préalable de la littérature française/francophone n'est nécessaire. Ce cours permet de travailler les quatre habiletés langagières (la lecture, l'écrit, l'oral et l'écoute) tout en découvrant de nouveaux outils de recherche.

Objectifs pédagogiques/Compétences transférables

Français 2600E est un cours interactif qui oblige la participation active de chaque étudiant.e. À la fin de ce cours, les étudiant.e.s devront être capables de :

- Identifier et définir les caractéristiques principales des grands courants artistiques (le baroque, le classicisme, le romantisme, le réalisme, le postmodernisme, etc.).

- Formuler et partager leurs propres opinions et critiques littéraires par le biais de discussions et de projets collaboratifs.
- Acquérir de meilleures compétences d'esprit critique.
- Apprendre et apprécier les ambiguïtés et les nuances de la langue française.
- Enrichir leur vocabulaire passif et actif.
- Identifier les principales figures de style (la comparaison, la métaphore, l'allusion, etc.).
- Employer de nouveaux modes de communication (le compte rendu critique, l'explication de texte, la dissertation).
- Faire des recherches individuelles en bibliothèque et sur internet.
- Planifier, organiser et rédiger une dissertation sur les œuvres au programme.

Compétences de Brescia

- La communication des idées
 - Les étudiant.e.s pourront développer des arguments et des messages clairs et bien raisonnés qui visent des interlocuteurs spécifiques et qui incluent des perspectives divergentes.
 - Les étudiant.e.s montreront leur capacité de suivre les conventions et les méthodes des études littéraires françaises.
- L'esprit critique
 - Les étudiant.e.s seront en mesure de définir une enquête approfondie d'un sujet et d'en développer une en trouvant des preuves secondaires appropriées.
 - Les étudiant.e.s utiliseront des outils de recherche pour trouver des sources pertinentes et crédibles.
- La conscience sociale et l'engagement social
 - Les étudiant.e.s montreront une compréhension générale des différentes cultures et des différents problèmes sociaux.
 - Les étudiant.e.s montreront une compréhension de l'éventail de cultures en posant des questions et en exprimant un intérêt aux diverses cultures et aux divers problèmes sociaux.

Manuels

Textes obligatoires :

1. Ernaux, Annie. *La Place*. Gallimard, Folio plus classiques, 2006.
2. Maalouf, Amin. *Les échelles du Levant*. Livre de Poche, 1998.
3. Marivaux, Pierre de. *Le jeu de l'amour et du hasard*. Gallimard, Classico lycée, 2011.
4. Maupassant, Guy de. *Boule de suif et autres nouvelles*. Gallimard, Folio classiques, 1999.

Textes recommandés (facultatifs) :

1. Un dictionnaire unilingue, tel le *Petit Robert* ou le *Micro Robert*.
2. Un dictionnaire de verbes, tel le *Bescherelle*.

Veillez noter que des textes supplémentaires seront disponibles sur le site OWL du cours.

Barème du cours

1 ^{er} semestre (50 %)	
Tests (2 x 5 %)	10 %
Analyse d'un personnage	10 %
Dossier de dissertation	20 %
Définition théorique	5 %
Évaluation par des pairs	5 %
Dissertation finale	10 %
Présence/participation	5 %

2 ^e semestre (50 %)	
Tests (2 x 7,5 %)	15 %
Commentaire d'un texte	10 %
Examen final	20 %
Présence/participation	5 %

Explication du barème

Tests : Les tests inscrits au programme du premier semestre serviront de contrôle de connaissances sur les éléments d'intrigue, les personnages et leurs motivations, la structure et le genre des œuvres. Au deuxième semestre, les tests contrôleront également les connaissances théoriques et rhétoriques.

Analyse d'un personnage : Ce travail comporte deux étapes distinctes. Dans un premier temps, l'étudiant.e résumera brièvement les événements de l'intrigue d'un conte de fées (voir OWL) et les actions principales du personnage choisi. Ensuite, l'étudiant.e identifiera les traits de caractère et les aspects moraux propres au personnage choisi pour en faire un portrait physique et psychologique complet.

NB. Vous pourriez faire ce devoir avec un.e partenaire. Les deux personnes sont responsables de tout le devoir (et pas la moitié chacune). Vous partagerez le travail et la note.

Commentaire d'un texte : Le commentaire est une démonstration de la lecture d'un texte ou d'un extrait de texte. Il est, dans le cadre de ce cours, un exercice écrit dans lequel l'étudiant.e doit comprendre un texte ou un extrait puis montrer cette compréhension sous la forme d'une réflexion structurée dans laquelle l'étudiant.e peut analyser la description, la caractérisation du décor ou du personnage, la fonction narrative, les points de vue du narrateur et l'expression symbolique ou poétique du texte.

Dissertation et son dossier : À la fin du premier semestre, l'étudiant.e préparera et rendra une dissertation qui examinera *Le jeu de l'amour et du hasard* de Marivaux. L'objectif principal de ce devoir est de considérer une œuvre de notre corpus à la lumière de la recherche critique (des sources secondaires). Le dossier inclura la proposition d'une définition théorique, un examen par des pairs (*peer review*) et une version finale. Pendant notre séance d'examen par des pairs (5 %), l'on échangera un brouillon complet de sa dissertation avec un.e camarade du cours qui le lira, le commentera et le critiquera pour que l'étudiant.e puisse rendre la meilleure version définitive possible (10 %).

Présence/participation : Cette note sera accordée en fonction de l'assiduité, la préparation, la participation et le respect de l'étiquette de classe de l'étudiant.e (il est interdit de dormir, de regarder des films, de texter, de parler avec votre voisin.e ou de déranger la classe. Prière de ranger vos portables avant le début du cours). *Les retards prolongés ou les départs avant la fin de la classe seront notés comme des absences.* Chaque absence vaut une perte d'un demi-pourcentage (par exemple, 4 absences = -2 %). %).

Policies

Submission of Work: Assignments must be at the start of class on the due date as marked in the syllabus and on the assignment sheet. Assignments must be submitted as hard copies (printed and attached with a staple). *Please do not submit assignments via email.* An assignment is considered late if it is not submitted during class time on the due date and will be assessed a 5%/day penalty, including weekends. All assignments submitted on time will be returned promptly (within three weeks of submission) and will include, on return, written annotations, corrections, and general commentary. Please consult the University's policies regarding plagiarism and academic offenses before completing any assignment.

Safe Space/Trigger Warnings: The study of literature is inextricable from engaging with events (and/or people) that challenge and discomfort us. The content of certain lessons may be triggering or offensive. The study of the Humanities pushes against conventions, assumptions, limits, and even good taste. Topics studied can therefore be culturally, morally, politically, racially, socially, religiously, ideologically, and/or linguistically or otherwise offensive to some. Historical events and subjects are especially likely to include potentially offensive material.

In taking this course, you agree to expose yourself to material that you may find offensive and agree to read all required work and do all required assignments, even if the materials involved are offensive to you. It is understood that we can study and analyze literature while including consideration of what is offensive and why, within the context of reasoned discussion and civil debate. Please contact the professor for details or if you have any questions.

Email: In most cases, your professors will not address course content questions by email. If you have any questions regarding lessons, definitions, texts, etc., please see us during our office hours in person or on Zoom or by appointment. Please allow 24 hours for a response and note that we do not respond to emails on weekends.

Copyright and Intellectual Property: All content posted on OWL or in class including, but not limited to videos, audio-files, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Hardware, software, Internet connection: Preparing your computer for class is your responsibility. The technical requirements of this course include a computer, the ability to type French accents (all accent mistakes are counted), internet access, audio recording, a personal back-up solution

for your notes and your assignments. Your @uwo.ca ID entitles you to 1TB of storage through OneDrive. There is no excuse not to back-up your material.

Technical difficulties are not considered grounds for late or absent submissions. Since technological issues can and do happen, please make sure that you complete your assignments well before the cut off time.

Online Tests and Exams: Online learners are held to the same Code of Conduct as on campus. When you are completing assignments remotely, we trust that you will complete the assignment with the same attention to detail and ethical behaviour as you would in class. Thus, you should not seek outside help to complete an assignment, test, or exam unless otherwise indicated.

Some tests and exams are metered and cannot be interrupted. So, make sure that you have a quiet place in which to complete the exercise. Turn off your phone (so that you won't be distracted by messages and notifications), quit your email application, and turn off any pop ups that might impede your progress. You should consider restarting your computer before taking a test online and launching only the browser needed to complete the activity.

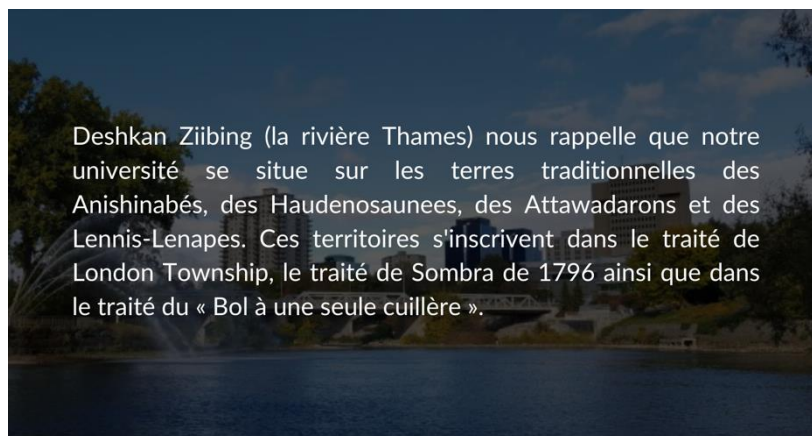
Final Grades: Please note that grades cannot be adjusted on the basis of need (for progression in a programme, for graduation, for a scholarship, etc.). Your mark in the course is always the mark that you earn. It is not possible to resubmit assignments to obtain a higher mark; there are no extra credit assignments. If you feel dissatisfied with a grade or feel that you have been unduly penalised, you have the right to appeal your grade as per the University's Senate Regulations, a right we respect (See below: Academic Policies, note 5).

Self-Reported Absences (SRA): Students are given a set number of SRAs per academic term. When you submit an SRA, you must contact your instructor within 24 hours or the SRA is considered null and void. When using an SRA for an assignment (due on Thursday), you have until the following Tuesday to submit your outstanding work.

La qualité du français compte pour 15 % de la note de tout travail, les tests et l'examen

For any assignment or test worth 10% or more of the final grade, students must submit documentation and obtain an official accommodation from an academic advisor.

Late assignments will be assessed a penalty of 5% per day (including weekends).



Programme hebdomadaire : 1^{er} semestre

Semaine du	Sujets et lectures	Devoirs
8 sept.	Introduction, présentations	
15 sept.	Le Moyen Âge <ul style="list-style-type: none"> • Présentation historique 	
	Textes : <ul style="list-style-type: none"> • <i>La Chanson de Roland</i> • <i>Tristan et Iseult</i> • « Le lai du chèvrefeuille » 	
22 sept.	Le Moyen Âge <ul style="list-style-type: none"> • La poésie courtoise 	
	Textes : <ul style="list-style-type: none"> • « Seulete suis » • « La ballade des pendus » • <i>La cité des dames</i> 	
29 sept.	La Renaissance <ul style="list-style-type: none"> • Présentation historique 	
	Textes : <ul style="list-style-type: none"> • « Migonne, allons voir si la rose » • « Le soir qu'Amour vous fit... » • « Je vous envoie un bouquet » • « Heureux qui comme Ulysse » <p style="text-align: center;">*Commencer à lire les contes*</p>	
6 oct.	La Renaissance <ul style="list-style-type: none"> • Essais et prose 	
	Textes : <ul style="list-style-type: none"> • « Du mal de terre », <i>Les Voyages de Champlain</i> • « Des cannibales » • « De l'amitié » 	
13 oct.	Le XVII ^e siècle <ul style="list-style-type: none"> • Présentation historique • Le conte de fées 	Test 1
	Textes : <ul style="list-style-type: none"> • « Le Petit Chaperon rouge » • « Peau d'âne » 	
20 oct.	Le XVII ^e siècle <ul style="list-style-type: none"> • La littérature pour enfants 	
	Texte : <ul style="list-style-type: none"> • « Les Fées » • « Cendrillon ou la petite Pantoufle de verre » 	
27 oct.	Le XVII ^e siècle <ul style="list-style-type: none"> • Les contes au féminin (Mme d'Aulnoy) 	Analyse d'un personnage
	Texte : <ul style="list-style-type: none"> • « Belle Belle ou le Chevalier infortuné » 	
3 nov.	Semaine de lecture	

10 nov.	Le XVIII ^e siècle <ul style="list-style-type: none"> Les contes au féminin (Mme de Beaumont) *Commencer à lire Marivaux* 	
	Texte : <ul style="list-style-type: none"> « La Belle et la Bête » 	
17 nov.	Le XVIII ^e siècle <ul style="list-style-type: none"> La comédie italienne au XVIII^e siècle <i>Le jeu de l'amour...</i> 	Test 2
		Définition théorique
24 nov.	Le XVIII ^e siècle <ul style="list-style-type: none"> <i>Le jeu de l'amour...</i> 	
1 ^{er} déc.	Le XVIII ^e siècle <ul style="list-style-type: none"> <i>Le jeu de l'amour...</i> 	Évaluation par des pairs
8 déc.	Le XVIII ^e siècle <ul style="list-style-type: none"> <i>Le jeu de l'amour...</i> 	Remise de la dissertation (8/12)
NB. Il n'y a pas d'examen d'hiver dans le cours de FR2600E		

Programme hebdomadaire : 2^e semestre

Semaine du	Sujets et lectures	Devoirs
12 janv.	<p>Semaine 1 : La littérature et la lecture, entre définition et pratiques</p> <p>1.1. Qu'est-ce que la littérature?</p> <ul style="list-style-type: none"> Alexandre Soljenitsyne, <i>Discours de Stockholm</i> Victor Hugo, <i>William Shakespeare</i> Jean-Paul Sartre, « Présentation des Temps Modernes » Albert Camus, <i>Discours de Stockholm</i> Italo Calvino, <i>La Machine littérature</i> Gao Xingjian, <i>La raison d'être de la littérature</i> <p>1.2. Lire, pourquoi et comment ?</p> <ul style="list-style-type: none"> Gustave Flaubert et Julien Gracq, <i>Écrivains et lecteurs</i> Marcel Proust, Journées de lecture 	
19 janv.	<p>Semaine 2 : Qu'entend-on quand on dit « texte » (littéraire) ? (Nous approchons le texte du point de vue de la lecture et de sa réception)</p> <p>2.1. De la spécificité du texte</p> <ul style="list-style-type: none"> Laurent Jenny, <i>La stratégie de la forme</i> Roman Jakobson, <i>Linguistique et poétique</i> Roland Barthes, <i>Essais critiques</i> Yves Citton, <i>Lire, interpréter, actualiser</i> Wolfgang Iser, <i>L'acte de lecture</i> Michael Riffaterre, <i>La production du texte</i> <p>2.2. Les critères de qualité et la réception (Nous tenterons de comprendre ce qui fait l'œuvre [littéraire])</p> <ul style="list-style-type: none"> Marcel Proust, <i>La Prisonnière</i> 	Début de la lecture de <i>Boule de Suif</i> de Maupassant.

	<ul style="list-style-type: none"> • Hans Robert Jauss, <i>Pour une esthétique de la réception</i> • Michel Butor, <i>Répertoire II</i> • Vincent Jouve, <i>Pourquoi étudier la littérature</i> 	
26 janv.	<p>Semaine 3 : L'histoire littéraire et des modes de lecture de l'œuvre/du texte (nous essayons de comprendre la tradition littéraire et des lectures du texte)</p> <p>3.1. L'œuvre et le genre (extraits)</p> <ul style="list-style-type: none"> • Jean-Marie Schaeffer, <i>Qu'est-ce qu'un genre littéraire ?</i> • Dominique Combe, <i>Les genres littéraires</i> • Antoine Compagnon, <i>Le Démon de la théorie</i> <p>3.2. L'œuvre et le réel (extraits)</p> <ul style="list-style-type: none"> • Platon, <i>La République</i> • Aristote, <i>Poétique</i> • Victor Hugo, <i>Préface de Cromwell</i> et <i>Préfaces des Odes et Ballades</i> <p>3.3. L'œuvre et l'homme</p> <ul style="list-style-type: none"> • Gustave Flaubert, <i>Lettre à Louise Colet</i> • George Sand, <i>Lettre à Flaubert du 12 janvier 1876</i> • Marcel Proust, <i>Contre Sainte-Beuve</i> 	
2 fév.	<p>Semaine 4 : Le genre de la poésie</p> <p>4.1. Des éléments de réflexion</p> <ul style="list-style-type: none"> • Paul Valéry, <i>Commentaires de Charmes</i> • Jean-Paul Sartre, <i>Qu'est-ce que la littérature</i> • Daniel Delas, <i>Lire la poésie/Lire Supervielle</i> • Michel Riffaterre, <i>Sémiotique de la poésie</i> <p>4.2. La poésie du XIX^e siècle : Auteurs, textes et mouvements littéraires</p> <ul style="list-style-type: none"> • Alphonse de Lamartine et Victor Hugo • Arthur Rimbaud, <i>Lettre à Paul Demeney</i> • Quelques courants : Romantisme, symboliste, Parnasse, Symbolisme. <p>4.3 Poèmes à lire :</p> <p>Victor Hugo, <i>Demain, dès l'aube...</i> Charles Baudelaire, <i>L'Albatros</i> et <i>Enivrez-vous</i> Paul Verlaine, <i>Chanson d'automne</i> Émile Nelligan, <i>Soir d'hiver</i> Arthur Rimbaud, <i>Voyelles</i></p>	Test 1
9 fév.	<p>Semaine 5 : La poésie du XX^e siècle - Décloisonnement des arts et influence de la psychanalyse</p> <p>5.1. L'avant-garde : de Francis Jammes à Apollinaire</p> <ul style="list-style-type: none"> • Apollinaire, <i>L'esprit Nouveau</i> (Voir Wiki-source) • Filippo T. Marinetti, <i>Manifeste du futurisme</i> 	Fin de la lecture de <i>Boule de Suif</i> de Maupassant.

	<p>5.2. Surréalisme, Dadas et la poésie contemporaine</p> <ul style="list-style-type: none"> • André Breton, <i>Manifeste du surréalisme (extraits)</i> • Tristan Tzara, <i>Manifeste Dada (extraits)</i> • Saint-John Perse, <i>Allocution au Banquet Nobel (extraits)</i> <p>5.3. Poèmes à lire : Voir document « Poésie du 20^e siècle » + Extraits de « Le doux parfums à Venir » (Lyonel Trouillot)</p>	
16 fév.	<p>Semaine 6 : Le genre dramatique</p> <p>6.1. Des éléments de réflexion (extraits)</p> <ul style="list-style-type: none"> • Pierre Larthomas, <i>Le langage dramatique</i> • Henri Bergson, <i>Le rire. Essai sur la signification du comique</i>, Paris, Éditions Alcan, 1924 (extraits) • Eugène Ionesco, <i>Notes et contre-notes</i> • Paul Claudel, <i>L'Échange</i> <p>6.2. Le théâtre du XIX^e siècle (extraits) Eugène Labiche, <i>Chapeau de paille d'Italie</i> Alfred de Musset, <i>On ne badine pas avec l'amour</i> Maurice Maeterlinck, <i>Pelléas et Mélisande</i> Alfred Jarry, <i>Ubu Roi</i></p>	Début de la lecture de <i>La Place d'Annie Ernaux</i>
23 fév.	Semaine de lecture -	
2 mars	<p>Semaine 8 : Le théâtre moderne</p> <p>8.1. Des éléments de réflexion (extraits)</p> <ul style="list-style-type: none"> • Marie-Claude Hubert, <i>Le Théâtre</i> • Catherine Naugrette, <i>L'Esthétique théâtrale</i> • Daniel Mesguich, <i>L'Éternel éphémère</i> • Anne Ubersfeld, <i>Lire le théâtre</i> <p>8.2. Des extraits à lire Jean Anouilh, <i>Antigone</i> Samuel Becket, <i>En attendant Godot</i> Jean Genet, <i>Les Bonnes</i> Bernard-Marie Koltès, <i>Dans la solitude du champ de coton</i> Michel Tremblay, <i>Les Belles-sœurs</i> Michel Philippe Lerebours, <i>Les circoncis de la Saint-Jean</i> Michel Vinaver, <i>Demande d'emploi</i></p>	Fin de la lecture de <i>La Place d'Annie Ernaux</i>
9 mars	<p>Semaine 9 : Le genre narratif au XIX^e siècle</p> <p>9.1. Des éléments de réflexion et de poésie (extraits)</p> <ul style="list-style-type: none"> • Stendhal, <i>Le rouge et le Noir</i> • Honoré de Balzac, <i>La Peau de chagrin</i>, Préface de la première édition, (aussi l'Avant-propos de <i>La Comédie humaine</i>) 	Début de la lecture de <i>Les Échelles du levant</i>

	<ul style="list-style-type: none"> • Gustave Flaubert, <i>Lettre à mademoiselle Leroyer de Chantepie</i> • Émile Zola, <i>Le Roman expérimental</i> • Gérard Genette, <i>Figure III</i> <p>9.2. Textes et extraits à lire et à commenter (extraits) Maupassant, <i>Boule de Suif</i> et les nouvelles sélectionnées Gustave Flaubert, <i>Madame Bovary</i> Émile Zola, <i>Thérèse Raquin</i> Jules Verne, <i>Vingt Mille Lieues sous les mers</i> Alexandre Dumas, <i>Le Comte de Monte-Cristo</i></p>	d'Amin Maalouf
16 mars	<p>Semaine 10 : Le genre narratif au XX^e siècle (Entre 1909 et 1950)</p> <p>10.1. Des éléments de réflexion et de poétique (extraits)</p> <ul style="list-style-type: none"> • Nathalie Sarraute, <i>L'ère du soupçon</i> • Alain Robbe-Grillet, <i>Pour un nouveau Roman</i> • Mikhaïl Bakhtine, « Du discours romanesque », <i>Esthétique du roman</i> <p>10.2. Extraits à lire et à commenter (extraits) André Gide, <i>La symphonie pastorale</i> Marcel Proust, <i>A la recherche du temps perdu</i> Ferdinand Céline, <i>Voyage au bout de la nuit</i> Jean-Paul Sartre, <i>La nausée</i> Albert Camus, <i>L'Étranger</i> Jacques Lacrosette, <i>Silbermann</i> Marguerite Duras, <i>L'Amant</i> Michel Butor, <i>La modification</i></p>	Début de la préparation du commentaire de texte individuel
23 mars	<p>Semaine 11 : Le roman contemporain (1950-)</p> <p>11.1. Des éléments de réflexion et de poétique</p> <ul style="list-style-type: none"> • Dominique Viart, <i>Le roman français au XX^e siècle</i>, pp. 1-10 • Les notions « autobiographie » et « autofiction » <p>11.2. Extraits à lire et à commenter (extraits) Annie Ernaux, <i>La place</i> Michel Tournier, <i>Les seuils de Véronique</i> Georges Pérec, <i>Les choses</i> Camille Laurens, <i>Celle que vous croyez</i> Frédéric Beigbeder, <i>99 franc</i> Daniel Pennac, <i>Chagrin d'école</i></p>	
30 mars	<p>Semaine 12 : La francophonie [littéraire] hors d'Europe</p> <p>12.1 : Des éléments de réflexions</p>	Test 2

	<ul style="list-style-type: none"> • La francophonie dans le monde – des chiffres : https://www.francophonie.org/la-langue-francaise-dans-le-monde-305 • La langue française en contact : https://www.limag.com/Cours/Exposes2002/GoyerBeniamino.htm • Nancy Huston, <i>Nord perdu</i> <p>12.2. Extraits à lire et à commenter (extraits) Amin Maalouf, <i>Les échelles du levant</i> Ying Chen, <i>Les lettres chinoises</i> Régine Robin, <i>La Québécoise</i> Dany Laferrière, <i>Vers le sud</i> Ahmadou Kourouma, <i>Allah n'est pas obligé</i> Kim Thúy, <i>Ru</i></p>	
6 avril	<p>Semaine 13 : Révision ; la Bande dessinée (BD) et la chanson francophones</p> <p>13.1 : La BD</p> <ul style="list-style-type: none"> • Astérix et Obélix, Tintin, Persépolis, etc. • La BD - Vocabulaire • La BD - Lexique 2 <p>13.2 : La chanson francophone ou le cas de Stromae (Carmen, Santé et Cancer)</p>	Remise du commentaire de texte individuel
Examens finaux: du 10 avril au 30 avril		

Nota bene : Toutes les dates butoirs tombent le mercredi au début de la classe.

Please note: the last day of scheduled classes is the last day on which course assignments are to be accepted for credit in the course.

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12 .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor

(https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar

(<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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 (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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 ac