



Course Outline
French 2900 Language (Advanced Level III) - ONLINE
School of Humanities
2021-2022

General Information

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| Course: | 2900 |
| Section: | 532 |
| Term: | Full year (1.0 course) |
| Year: | 2021-22 |
| Delivery: | Synchronous - Zoom meetings are compulsory. |
| Course Day and Time: | Mondays 12:30-2:30 Wednesdays 12:30-2:30 |
| Course Location: | Zoom Meetings |

Instructor Information

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| Name: | Nadine de Moras |
| E-mail: | ndemora@uwo.ca |
| Office hours: | Mondays 11:30-12:30 Wednesdays 1:30-2:30 + appointments Office hours are being held virtually with Zoom. |

Course Description

Grammar, composition, oral practice, phonetics. (One hour per week in the language laboratory may be required).

Course Prerequisites: French 1900E or French 1910 or permission of Department of French Studies, based on Placement Test.

Course Antirequisites: French 2101, 2905A/B, 2906A/B.

Because this is an online course, there are no traditional lectures or tutorials. Instead, activities are done individually by the students who will study the lessons on their own. There are two meetings per week of two hours during which there is oral and written language practice. Students are expected to study 3-4 hours a week on their own before the online meetings.

Required Course Materials

Custom Course Books **French 2900- 2021-2022**, Nadine de Moras - To be downloaded from Owl (in “Coursebook and syllabus”).

Recommended:

Bilingual dictionaries

- Collins-Robert French-English/English-French Dictionary (hardcover or on-line version: <https://www.collinsdictionary.com/dictionary/english-french>)
- <http://www.wordreference.com/>
- <http://www.linguee.com/>

Spellcheck and grammar check

<https://bonpatron.com/en/>

Conjugations:

<https://leconjugueur.lefigaro>

Learning Outcomes

On successful completion of this course, students will have mastered the following fundamental components of the French language at the B2 level of the Common European Framework of Reference for Languages (CEFR):

In grammar: moods and tenses, conjugations, verbal forms, subjunctive, verb and adjective agreements, gender of nouns, feminine and plural of nouns and adjectives; relative, and personal pronouns; articles, prepositions, and general grammar (in spontaneous speech).

In vocabulary: the terminology and language of colors, food, movements and gestures, physical appearance, health, feelings, thoughts and opinions.

In application of the preceding, students will improve their written and oral communication, production and comprehension, by:

- Answering questions and speaking about the topics studied with greater confidence, accuracy, and grammatical correctness; and
- Demonstrating knowledge and understanding of various aspects of French and Canadian culture in fields such as food, physical appearance, health and opinions.

In pronunciation: individual phonemes, nasal vowels, mute and pronounced final consonants, linking (*liaisons* and *enchainements*), intonation, syllable stress, e deletion, assimilations and phoneme deletions (u, l). Students will demonstrate the ability to pronounce sentences at least at a B2 level in reading aloud.

Brescia Competencies

1. Demonstrate the communication competency (at least at Level 2) by being able to:

- Demonstrate mastery of some grammatical concepts and some vocabulary topics (colors, food, movements and gestures, physical appearance, health, feelings, intellectual life, opinions).
- Have improved written and oral communication, production and comprehension.
- Identify and understand cultural and linguistic communication differences.
- Apply new vocabulary, and grammar in exercises, and authentic communication situations.
- Apply new knowledge and skills in oral and written comprehension and production exercises, and in authentic communication situations (understanding a dialogue from a movie or understanding songs, write an academic paper, make a presentation).
- Use existing knowledge of language and culture to enhance effectiveness of communication with Francophones using accurate language.

2. Demonstrate the Inquiry and Analysis and Information Literacy competencies by being able to:

- Evaluate evidence to identify patterns, differences, similarities, limitations, implications, etc. and relate a particular case to a general (grammatical, phonetic) rule.
 - Analyze one's own linguistic limitations and weaknesses, find the appropriate available information (in dictionary, grammar books, conjugation site, etc.) to complement and develop, knowledge and skills and to verify and information.
 - Seek language practice outside of class whenever possible: listen to songs, watch French movies, read books, etc. to improve language skills.
 - Compare different strategies (visual, auditory, kinesthetic) for personally managing and mastering information. Evaluate how information's value changes based on the context.
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Teaching Methodology and Expectations of Students

In this online course, students first learn the material (grammar and pronunciation rules, vocabulary) on their own. They read and learn the assigned material by themselves. They watch all the Power Point Presentations on grammatical gender on Owl and other lessons which summarize the coursebook. Students need to study the coursebook AND the Power Point presentations on their owl.

I developed the methodology of this course, based on my research in applied linguistics and language acquisition, and it is supported by the Usage Based Model. According to these principles observed in first language acquisition, learners need to learn numerous items in order to entrench a grammatical structure. Thus, the Power Point Presentations on grammatical gender present the same structures numerous times, and students learn vocabulary with grammar and pronunciation.

Vocabulary, grammar and pronunciation are always seen in context, in full sentences.

Explanations have been simplified and synthesized in tables for easy understanding in favor of examples and extensive practice. Students examine the rules and examples and **study grammar with vocabulary**. Because a large number of words need to be learned in order to learn the grammar which goes with the words (for example pronominal verbs, prepositions of verbs, conjugations of irregular verbs) students need a lot of practice to memorize the words and the corresponding grammatical concepts.

Students do the written exercises in the coursebook and the quizzes on Owl before coming to Zoom meetings. The quizzes are a direct practice of the rules and target the new grammatical structures and vocabulary. Grammar and vocabulary CANNOT BE LEARNED without intensive practice and repetitions.

Students need to attend the Zoom meetings. During these synchronous meetings I will answer questions on what was not clear, make a brief review of the most important parts, and I will also ask questions to the class to evaluate comprehension and retention with Kahoots or other activities. Students will practice the newly learned concepts, vocabulary, grammar, and sentence structure with oral and written exercises.

Classroom etiquette

- Completion of this course will require you to install Zoom on your computer and on your phone, well in advance and have a microphone, a camera and have a reliable internet connection.
 - Students are expected to use their microphone and camera for each class.
 - Students are expected to arrive on time to the Zoom meetings, stay the whole two hours to the meetings and actively participate in the class activities to be considered present.
 - Students are expected to come to the online meetings fully prepared: having done homework, which is clearly explained on the website, in addition to the weekly quizzes.
 - If students drop the course or are absent for a long period of time, they are expected to let the instructor know.
 - Students have the responsibility of completing their work each week (studying assigned material, weekly assignments and quizzes, class attendance). **There is no possibility of doing extra work** at the end of the year to compensate for missed work, low marks, or low attendance.
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Copyright and Intellectual Property

Power Point lecture slides and notes, course books, lists of readings, in-class activities, assignment guidelines, Kahoots, 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.

Evaluation

| | |
|--|-----|
| - Participation and engagement | 5% |
| - Weekly quizzes on OWL course site | 15% |
| - Weekly assignments | 5% |
| - 2 recordings (2 x 7.5%) | 15% |
| - 2 vocabulary and grammar tests (2 x 15%) | 30% |
| - Final exam | 30% |

Detailed description of evaluation

- Zoom attendance, participation and engagement **5%**

Students are expected to have read the material, studied the Power Point presentations, have reflected on it, have taken notes, and learned it in order to do the quizzes on Owl and do the various activities.

If students regularly come to the Zoom online meetings but do not participate, do not turn on their camera, and cannot answer questions, they will not have a mark for their participation. If students cannot come to some Zoom meetings, they can get some points by doing more assignments.

Printing the coursebooks is compulsory. Students will show they printed them on Zoom.

If the coursebooks are not printed, students cannot do the required work. Consequently, they will not be able to receive more than 50% of the attendance grade.

- Weekly assignments (0.5% each) **5%**

Each week, students will write a small text, or/and answer questions relative to the topic of the week, and/or do some tasks, for which they will receive feedback. Students will demonstrate comprehension of the provided feedback by using the feedback for the next assignments in a table gathering five most important mistakes, with the word in the sentence with the mistake, the correction, and a short explanation of the rule. They will demonstrate mastery of vocabulary and grammatical structures by discussing writing short texts with fewer linguistic mistakes.

Weekly assignments prepare students for the class activities and for oral practice. Therefore, **these assignments cannot be submitted later, even with accommodations.** Students are required to do at least 10 assignments out of 20. I will count the best 10 out of 20. I recommend you do all the assignments, to have extra practice, and so that I count the best 10. If students missed some classes, each additional assignment (after the first 10) will count for half a presence in class.

- Owl quizzes (1% each) **15%**

Students are expected to learn the material and take quizzes on their own. The concepts to learn are clearly explained in the coursebook and the Power Point presentations. The 1st purpose of the quizzes is to encourage the students to do their homework regularly and have the necessary practice. The 2nd purpose is to provide students with some feedback about what they learned and what they did not. The 3rd purpose is to prepare them for the tests and final exam, as the questions will have a similar format. Quizzes are due Sunday evenings at 10:00 p.m. to prepare students for the Zoom meetings on Mondays. **Missed quizzes CANNOT be done later or replaced even with accommodation.**

- 2 recordings (2 x 7.5%) **15%**

After having studied the pronunciation rules and listened to the sound files, you will read texts aloud, first in class, then during the recordings. The purpose of the recordings is to give you feedback on what you have learned and what you need to improve. Only what is seen in class will be graded.

Consider feedback on mistakes, not as failures or attacks, but as tips to help you. Consider your progress from one recording to the next and never get discouraged!

- 2 vocabulary and grammar tests (2 x 15%) **30%**

The vocabulary and grammar tests have the same format as the quizzes and the exercises in the coursebook: mainly fill-in the blanks, some translations and some writing about a specific topic. Students will receive a detailed description of the tests in advance to know exactly what to expect.

- Final exam **30%**

The final exam is cumulative. The content of the exam will cover all the vocabulary, grammar and culture which have been studied in the course. It will have approximately the same format as the tests but will be longer (3 hours). Details and format will be announced later.

Evaluation Breakdown:

| Component | Weight | Date/ Deadline | Learning Outcome | Brescia Competencies |
|--|--------|-------------------------|--------------------------------------|--|
| Attendance, participation, engagement Zoom meetings (Oral and written participation) | 5% | Every week | Grammar Vocabulary Oral skills | Writ. and oral communication Inquiry and Analysis and Inf. Literacy |
| Weekly quizzes The average of the best 15 quizzes will be counted | 15% | Every week | Grammar Vocabulary | Written communication Inquiry and Analysis and Inf. Literacy |
| Weekly assignments Every week students will write short assignments of 300-400 words | 5% | Every week | Grammar Vocabulary Culture | Written communication Inquiry and Analysis and Inf. Literacy |
| 2 vocabulary and grammar tests (2 X 15%) | 30% | - Nov. 24 - March 09 | Grammar Vocabulary | Written communication |
| 2 recordings (2 x 7.5%) | 15% | - Nov. 17 - March 16 | Pronunciation | Oral communication |
| Final exam | 30% | Date to be announced | Grammar Vocabulary Culture | Written communication Grammar Vocabulary Culture |

Course Content

The following grammatical concepts will be addressed in the course

I. GRAMMAR

1. Parts of speech and grammatical functions

2. Nouns

- Gender of countries, prepositions of cities and countries
- Gender of inanimate nouns
- Plural of nouns
- Feminine of regular and irregular nouns

3. Adjectives

- Feminine of adjectives
- Plural of adjectives
- Exceptions
- Place of adjectives

4. Articles

- Use of articles

5. Verbs

- Conjugations
- Infinitive
- Present
- Pronominal verbs
- Past tenses (passé composé, imparfait,)
- Indirect discourse
- Usage and tense sequencing (passé composé, imparfait, future, conditional)
- Present and past conditional
- Subjunctive

6. Pronouns

- Relative pronouns
- Personal pronouns
- Possessive and demonstrative pronouns

7. Prepositions

II. VOCABULARY

- colors
- food
- movements and gestures
- physical appearance
- health
- feelings
- intellectual life
- opinions

III. CULTURE

Francophone culture will always be associated with the vocabulary part of the course. For example, when discussing topics such as food or health, we will compare the French and Canadian systems and possibly other systems. Vocabulary and culture will always be linked to grammar, spelling, pronunciation, and overall communication.

IV. PRONUNCIATION

- The phonetic alphabet
- Basic concepts (definitions)
- Hesitation techniques
- Vowels
- Consonants
- Mute and pronounced final consonants
- Exceptions
- Borrowed (foreign) words
- Syllable stress
- Intonation
- « Enchaînements »
- « Liaisons »
- E deletion
- Assimilations, deletions, abbreviations

Rationale for the sequence of the grammatical and vocabulary part of the course

The first chapters of the grammar part of the course are the most important ones: the nominal phrase (agreement, feminine and plural of nouns and adjectives, articles). They are also the most frequent. Then verbal forms: moods and tenses, conjugations, agreements, pronominal verbs, are the second most important and frequent. Mastering these chapters is necessary to speak and write at least at an intermediate level (B2). The last chapters (pronouns and prepositions) are more specific and independent.

Vocabulary chapters are organized from the more general and more common, to the more specific. Pronunciation is organized by topics which are at the base of other concepts. It is necessary to first master individual phonemes (vowels, consonants, final consonants) before examining them in sequences (linking) or studying the sentence patterns (intonation and stress).

What the course is not about

Activities will rarely be “open”, spontaneous conversations. Instead, there will be mostly practice of certain vocabulary, grammar and pronunciation and semi-guided conversations. This work will consist in using a structure, describing pictures, writing texts, etc. As much as possible, the exercises will simulate real communication situations. For example, when discussing health, students will pretend to visit to the doctor’s; when discussing food, students will pretend to go to the restaurant.

What you can expect about this course

Upon successful completion of French 2900, it is expected that students will be competent to communicate in both written and oral French at the level of B2 in French, according to the criteria of the Common European Framework of Reference for Languages (CEFR) (see : <https://rm.coe.int/1680459f97> in particular, pages 22-29). Level B2 competency in French will be indicative of the student’s extension and refinement of his or her preceding acquisitions in grammar, vocabulary, syntax (sentence structure) and pronunciation. The successful student will also extend and deepen his or her knowledge and appreciation of diverse expressions of French culture in this course. The content of the course and the activities are not difficult but require work. Even the weakest students can succeed in this course, if they come to class and do the assigned work seriously and in depth. If students have difficulty expressing themselves orally, they can prepare themselves by watching the Power Point presentations in advance and prepare the vocabulary. If students are struggling with grammar and studying the content of the course is not enough, they can contact me and they can study with a peer-tutor, for free, in addition to the assignment work for this class. Just ask me! All of this will be announced in class. If I notice that a student is struggling, I will make an appointment with them and suggest some learning strategies and suggest studying with a peer-tutor.

Academic Accommodation

- For course components worth 10% or more of the total course grade (Tests and Final Exam), please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Submit medical or relevant documentation to your Academic advisor.
- Whenever possible, students should provide notification in advance of due dates. If it is not possible, the course instructor should be contacted within two business days. Even if there is accommodation, tests cannot be done later. **The missed tests grades will be reported to the final exam.**
- Missed quizzes, assignments must be completed before the deadlines and cannot be postponed, replaced or reweighed, even with accommodation, and will be given 0 (zero). They are available the first day of classes (months in advance), and students can take all the time they need to complete them. Students can miss 5 quizzes and 10 assignments without penalty, and this includes self-reported absences. The best 15 quizzes and the best 10 assignments will be counted.
- Students can miss up to 3 Zoom meetings without penalty, and this includes self-reported absences. Each attendance will be graded approximately 0.117 points (43 meetings in addition to two tests).
- Late recordings, will be assessed a penalty of 5% per day within a week of when it was scheduled. Failure to submit them within this time will result in 0% for the assignment in question. Students must consult with the professor and a prior permission must be obtained before the due date.
- Tip: If you do not have a valid excuse (with documentation), and didn’t have enough time to complete an a recording spending the sufficient time and effort, it is better to submit any work done faster than submit a week late and lose 35%. And better to receive 50% than 0%! If you have extenuating circumstances, contact your Academic advisor to avoid a 0 for the recording or the test.

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](#) 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 academic policies and regulations of the Senate of the University of Western Ontario.

Weekly planner 2021-2022

Grammaire : coursebook 1

Voc & pron. coursebook 2

1^{er} trimestre

| | | Grammaire | Vocabulaire | Prononciation | Tests et Devoirs | Quiz |
|------------|-----------------------------|--------------------------------|-----------------------------------|------------------------------------|------------------------------------|---------------|
| 0.5 | 8 sept | Prés. cours prof et étudiantes | Présentation du site et activités | | | |
| 1 | 13 - 15 sept. | Nat. et fonc. des mots p.19-40 | Comment apprendre le vocab. | L'alphabet phonétique 153-154 | Devoir 1 | |
| 2 | 20 - 22 sept. | Les formes verbales p. 41-46 | Voc chap 1: couleurs (1) p. 7-24 | Notions de base, phon. 155-160 | Devoir 2 | Quiz 1 |
| 3 | 27 - 29 sept. | Le genre des pays p. 50-56 | Voc chap 1: couleurs (2) p. 7-24 | L'hésitation 161-169 | Devoir 3 | Quiz 2 |
| 4 | 4 - 6 oct. | Le nom-le genre p. 57-67 | Voc chap 2: nour. (1) p. 25-52 | Les voyelles (1) 171-174 | Devoir 4 | Quiz 3 |
| 5 | (11 oct thanks.) 13 oct. | Le nom-le genre p. 104-116 | Voc chap 2: nour. (2) p. 25-52 | Les voyelles (2) 174-177 | Devoir 5 | Quiz 4 |
| 6 | 18 - 20 oct. | Le nom – le féminin p. 118-120 | Voc chap 2: nour. (3) p. 25-52 | Les consonnes (1) p. 179-180 | Devoir 6 | Quiz 5 |
| 7 | 25 - 27 oct. | Le nom – le féminin p. 120-130 | Voc chap 3: mouv. (1) p. 53-66 | Les consonnes (2) p. 180-188 | | Quiz 6 |
| | 1er - 7 nov. | Fall reading week | Pas de cours | | | |
| 8 | 8 - 10 nov. | Le nom – le pluriel p. 131-140 | Voc chap 3: mouv. (2) p. 53-66 | Lettres fin de mots p. 189-193 | Devoir 7 | Quiz 7 |
| 9 | 15 - 17 nov. | Les articles p. 141-158 | Voc chap 4: l'app (1) p. 67-78 | Exceptions p. 195-200 | Devoir 8 Enreg. 1 p. 200 | Quiz 8 |
| 10 | 22 - 24 nov. | Les adjectifs p. 159-179 | Test 1 | TEST 1 (24 nov) | TEST 1 | TEST 1 |
| 11 | 29 nov-1 déc | Les adjectifs p. 180-188 | Voc chap: l'app (2) p. 67-78 | Emprunts p. 201-209 | Devoir 9 | Quiz 9 |
| 12 | 6-8 déc | Les adjectifs p. 189-197 | Divers | L'acc. tonique, intonation 211-222 | Devoir 10 | Quiz 10 |

2e trimestre

| | | Grammaire | Vocabulaire | Prononciation | Tests et Devoirs | Quiz |
|-----------|-----------------|--------------------------------|--|--|-------------------------------------|---------------|
| 1 | 3 – 5 janv. | Le présent 1. p. 199-220 | Voc chap 5 : la santé (1) p. 79-98 | Intonation 2 p. 223-226 | Devoir 11 | Quiz 11 |
| 2 | 10-12 janv. | Le présent 2. p. 221-238 | Voc chap 5 : la santé (2) p. 79-98 | Enchainements p. 227-232 | Devoir 12 | Quiz 12 |
| 3 | 17-19 janv. | Le présent 3. p. 239-252 | Voc chap 5 : la santé (3) p. 79-98 | Les liaisons obligatoires p. 235-238 | Devoir 13 | Quiz 13 |
| 4 | 24-26 janv. | Les vb pronom. p. 253-262 | Voc chap 6 : les sent. (1) p. 99-117 | Les liaisons obligatoires p. 239-242 | Devoir 14 | Quiz 14 |
| 5 | 31 janv-2 fév. | Passé composé 1. p. 263-282 | Voc chap 6 : les sent. (2) p. 99-117 | Les liaisons interdites p. 242-244 | Devoir 15 | Quiz 15 |
| 6 | 7-9 fév. | Passé composé 2. p. 283-313 | Voc chap 7 : la vie intel (1) p. 119-140 | Le e caduc p. 245-249 | Devoir 16 | Quiz 16 |
| 7 | 14-16 fév. | Passé composé 3. p. 314-334 | Voc chap 7 : la vie intel (2) p. 119-140 | Les assimilations et effac. p. 251-257 | Devoir 17 Enreg. 2 p. 258 | Quiz 17 |
| | 21-23 fév. | Spring reading week | Pas de cours | | | |
| 8 | 28 fév – 2 mars | L'imparfait p. 335-370 | Conc. des temps p. 371-380 | Révisions pour test 2 | Devoir 18 | Quiz 18 |
| 9 | 7-9 mars | Le subjonctif p. 381-398 | TEST 2 | TEST 2 (9 mars) | TEST 2 | TEST 2 |
| 10 | 14-16 mars | Pron. personnels p. 399-413 | Voc chap 8: l'op. (1) p. 141-148 | + subjonctif (partie 2) | Devoir 19 | Quiz 19 |
| 11 | 21-23 mars | Pron. poss. et dém. p. 427-432 | Voc chap 8: l'op. (2) p. 141-148 | Pron. relatifs p. 415-425 | Devoir 20 | Quiz 20 |
| 12 | 28-30 mars | Les prépositions p. 339-356 | Les prép. p. 339-356 | Révisions examen final | Q optionnel | Quiz 21 |

Voc: vocabulaire

Enr.: Enregistrements (recordings) à mettre sur Owl

Les devoirs sont à remettre dans "assignments" sur Owl