

COURSE SYLLABUS



COURSE TITLE: FREN-105: Parlez-vous francais? 1

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Isabelle Gingras

EMAIL: gingrasi@camosun.ca

OFFICE: Young-323

HOURS: In-person: Mondays 1:20-2:20 pm and Wednesdays: 10:15 am -11:15 am. Online meeting upon request.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This is an introductory course for students with little or no knowledge of French who would like to gain foundational skills in grammar and vocabulary. Students will develop basic proficiency in oral expression, listening comprehension, reading and writing. This course is highly experiential; students interact directly with the French language using a variety of authentic materials and media. Students will begin to contextualize the French language through exposure to diverse aspects of francophone cultures.

PREREQUISITE(S):

Not Applicable

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

Note:

The FREN 105 course corresponds to the Common European Framework of Reference for Languages (CEFR), level A1, beginner level. Students whose first language is French or who have completed high school French immersion should not enrol. Students may consult with the French instructor for more information.

CEFR, Global Scale <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Demonstrate speaking and listening comprehension by engaging in basic conversations about daily life.
2. Read simple paragraphs and answer written comprehension questions related to the content.
3. Express thoughts and ideas in the present tense, orally and in writing, using foundational grammatical structures and vocabulary.
4. Recognize and discuss the cultural context for the French language.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

1. Textbook: The free online textbook consists of three chapters and is available on D2L (FREN 105-001). Students could print the entire course pack or download it; alternatively, students may print/download each chapter as required throughout the semester. **However, the textbook was created to be read in paper format, therefore it is strongly suggested to print the textbook to complete the exercises.**

Note: To better integrate the topics to be learned and practiced, it is preferable to complete the exercises in the printed version of the textbook. However, you can use a laptop or tablet to view the theory on D2L along with the exercises... in paper version.

Use of phones is not permitted in class for any reason, including for consulting documents and completing exercises on D2L. In addition, class time cannot be used for completing work for other courses. Using phones or completing work from other courses distract your attention and the one of your colleagues:

*It is wrong to think that we are multitasking. It is physiologically impossible to do two tasks at once when they are not deeply integrated**. (free translation of French)

*Pasquinelli, Elena. *Mon cerveau, ce héros. Mythes et réalité. Le Pommier 2015* cited in *Les Neurosciences de l'éducation. De la théorie à la pratique en classe, 2nd ed. Chronique sociale, 2017*, dir. Francis Eustache & Franck Devière.

2. Bilingual dictionary, like LE ROBERT & COLLINS / MAXI ANGLAIS: ANGLAIS-FRANCAIS, FRANCAIS-ANGLAIS. The dictionary will be used for evaluation in class. Students will use the paper version bilingual dictionary to write short texts during the two tests. You can borrow a bilingual dictionary from the library or purchase one at the college bookstore, both at Lansdowne campus.

Note: Only the paper version of the bilingual dictionary is allowed during the tests.

3. Computer or tablet with microphone and camera. Office 365 will be useful. For a free Office 365 subscription, go to: <http://camosun.ca/services/its/other-services.html>

Recommended materials

Paper Version

1. Grammar of verb conjugation. Bescherelle, L.-N (2012). *L'art de conjuguer: dictionnaire de 12 000 verbes*. Hurtubise. (9 copies, and one on hold, available at Camosun Library, Lansdowne campus)
2. Morton, Jacqueline. (2002). *English Grammar for Students of French. The Study Guide for those Learning French*. The Olivia and Hill Press. (2 copies available, and one on hold, at Camosun Library, Lansdowne campus)

Online Version

Bilingual and unilingual dictionaries:

1. Larousse: <https://www.larousse.fr/> (audio included)
2. Collins: <https://www.collinsdictionary.com/>
3. Wordreference: <https://www.wordreference.com/> (audio included)
4. More online resources available on D2L FREN 105-001 and French Library Guide of Camosun: <https://camosun.libguides.com/frenchlanguagelearning>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Course Schedule

Mondays: 11:30 am – 1:20 pm, Young 316

Wednesdays: 11:30 am – 1:20 pm, Young 211

Weekly schedule

A detailed weekly plan will be provided every week on the content of each class on D2L FREN 105-001.

There is also a detailed calendar (day by day) on the D2L course home of FREN 105-001.

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Course Content (specific outcomes)

Communication

- Spelling names and nouns
- Introducing yourself
- Getting acquainted with someone
- Introducing families
- Expressing preferences
- Asking and answering questions about
 - Families
 - friends
 - time
- Describing details of your life, and someone else's life.

Vocabulary

- Alphabet
- Syllabification
- Diacritic marks
- Classroom vocabulary
- Expressions to interact with people
- Expressions with verbs *avoir* and *être*
- Numbers: 1 to 100
- Family
- Description of someone's life: activities, preferences, marital status, etc.
- Physical characteristics
- Personality
- Basic time expressions
- Days, months, and dates
- Activities and preferences

Grammar

- Pronouns
- Pronoun *tu* versus *pronoun vous*, polite form
- Present time
 - Verbs *avoir*, *être*, *s'appeler*
 - Verbs in "er", and "ir"
 - Irregular verbs
 - Reflexive verbs (verbes pronominaux)
- Gender
 - Countries and territories
 - Nationalities
- Definite, indefinite, etc., articles (in French : déterminants définis, indéfinis, partitifs, etc.)
- Possessive adjectives (in French : déterminants possessifs)

Syntax

- Affirmative and negative sentences with *ne...pas*, *ne pas de...*
- Interrogative sentences
- Phrasal verbs : *aller*, *venir*, *habiter*, *être* and prepositions

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Semaine 1 8 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
10 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 2 15 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
17 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 3 22 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
24 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	
Semaine 4 29 janvier e	Chapitre 1: Salut! Bonjour! Faire connaissance!	Listening, and Reading-Writing Self-Assessments 1, 5%, version 1 (OS: Word file)
31 janvier	Chapitre 1: Salut! Bonjour! Faire connaissance!	Oral Project 1, monologue , 5% (OS: mp3 file)
Semaine 5 5 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
7 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis. Test 1, listening, reading, and writing with vocabulary, grammar, and syntax, 10% (IC)	Listening, and Reading-Writing Self-Assessment 1 Submission with correction, version 2, 5% (IC: paper version) Test 1, 10% (IC)
Semaine 6 12 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
14 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
Semaine 7 19 février	Family day (February 19) and Reading Break : February 20 to 23 23: College Conversations Day - College closed	
21 février	Reading Break : February 20 to 23 23: College Conversations Day - College closed	
Semaine 8 26 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
28 février	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	
Semaine 9 4 mars	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.	Listening, Reading-Writing Self-Assessments 2, version 1, 10% (OS: Word file)
6 mars	Chapitre 2: Qui es-tu? Parler de soi, de sa famille et de ses amis. Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	Oral Project 2, reading, phonics, 10%: (OS: mp3 file).
Semaine 10 11 mars	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
13 mars	Test 2, 10% : listening, reading, and writing with vocabulary, grammar, and syntax. (IC)	Listening, and Reading-Writing Self-Assessment 2 Submission with correction, version 2, 10% (IC: paper version) Test 2, 10% :
Semaine 11 18 mars	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
20 mars	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
Semaine 12 25 mars	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
27 mars	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
Semaine 13 1 ^{er} avril	Lundi de Pâques / Easter Monday Le collège est fermé. /College is closed	
3 avril		Listening, Reading-Writing Self-Assessments 3, version1, 10% (OS: Word file)
Semaine 14 8 avril	Chapitre 3 : Que fais-tu? Parler de sa vie quotidienne.	
10 avril	Oral Project 3, 15%: oral in person, conversation with your partner and the teacher (IC) TBA: Due the day of Test 3. Listening, and Reading-Writing Self-Assessment 3 Submission with correction, 10% (IC: in class) TBA: The Test 3, 20%, is during the exam period, April 15 to 23.	Oral Project 3, 15%: oral in person, conversation with your partner and the teacher (IC) TBA: Due the day of Test 3. Listening, and Reading-Writing Self-Assessment 3 Submission with correction, 10% (IC: in class)

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

Due dates for evaluations:

See also the due dates on D2L:

- Course home: FREN-105-001-Detailed Calendar-Winter2024 and Course Outline FREN-105-001-Syllabus-Winter2024(PDF files)
- My Tools: Assignments, Calendar, Checklist
- My Tools-Content: Module and sub-modules “Les évaluations”; module “Planification hebdomadaire/ Weekly Plan”.

Legend:

Online Submission (OS)

In class (IC)

Janvier / January

Semaine / Week 4

29. Listening, and Reading-Writing Self-Assessments 1, 5%, version 1 (OS: Word file)

31. Oral Project 1, monologue , 10% (OS: mp3 file)

Février / February

Semaine / Week 5

7. Listening, and Reading-Writing Self-Assessment 1 Submission with correction, 5% (IC: paper version)

7. Test 1, listening, reading, and writing with vocabulary, grammar, and syntax, 10% (IC)

Mars / March

Semaine / Week 9

4. Listening, Reading-Writing Self-Assessments 2, version 1, 10% (OS: Word file)

6. Oral Project 2, reading, phonics, 10%: (OS: mp3 file).

Semaine / Week 10

13. Listening, and Reading-Writing Self-Assessment 2 Submission with correction, version 2, 10% (IC: paper version)

13. Test 2, 10% : listening, reading, and writing with vocabulary, grammar, and syntax. (IC)

Avril / April

Semaine / Week 13

3. Listening, Reading-Writing Self-Assessments 3, version 1, 10% (OS: Word file)

Semaine / Week 14

10. Oral Project 3, 15%: oral in person, conversation with your partner and the teacher (IC)

TBA: Due the day of Test 3. Listening, and Reading-Writing Self-Assessment 3 Submission with correction, 10% (IC: in class)

TBA: The Test 3, 20%, is during the exam period, April 15 to 23. (IC)

Important Dates

For more details, please go to: <https://camosun.ca/dates#9078>

Janvier / January

- 2. College reopens
- 7. 100% Refund Deadline
- 8. Courses begin
- 14. Course Add / Drop Deadline. 80% Refund Deadline

Février / February

- 16. Final Exam Scheduled posted
- 19. Family Day. College closed
- 20-23: Reading Break
- 23: College Conversation Day. College closed

Mars / March

- 29. Good Friday. College closed

Avril / April

- 1. Easter Monday. College closed
- 13. Last day of instruction for most courses. Last Day to Withdraw without Academic Penalty.
- 15-23: Exam period

EVALUATION OF LEARNING

Listening, Reading-Writing Self-Assessments, Oral Projects, Tests and Quiz

Learning a language is based on practice, which means on repetition of the subjects learned and learning new subjects and so on. The French course FREN 105-001 aims above all to give students the chance to practice and improve their skills. It is strongly suggested to practice the four competencies using the textbook for 3 to 4 hours per week, which makes a big difference in learning a language. The course therefore focuses on self-learning and self-assessment, but also on feedback from the teacher. For this reason, the four competencies will be assessed through three cumulative self-assessments, three oral projects, three tests. The second and third self-assessments, projects and tests contain some of the topics from the previous self-assessment-s, project-s, and test-s because the final objective is to be able to understand and communicate in French on subjects of everyday life. Self-learning, self-evaluation and feedback are essential to achieve the course objectives but more importantly to be able to communicate in French in real-life situations.

For each competency, there are three self-assessments, three tests, and three oral projects. Self-assessments and oral projects help to practice the content of tests through self-teaching, and self-evaluation.

Listening, Reading-Writing Self-Assessments with vocabulary, grammar, and syntax (5%+10%+10%),

Oral Projects (10%+10%+15%).

Tests (10%+ 10%+20%)

The projects submissions have been already scheduled (see the calendar above or on the detailed calendar on the FREN-105-001 D2L course home and they will be announced on the D2L weekly plans. The due dates are also on D2L. See also page 7.

DESCRIPTION		WEIGHTING
Listening, Reading-Writing Self-Assessments with vocabulary, grammar, and syntax Note: there are two submissions. The first with no correction, and the second with correction based on the answer keys.	1: 5 % 2: 10 % 3: 10%	25 %
Oral Projects	1: 10 % (audio: listening, speaking) 2: 10% (audio: reading, phonics) 3: 15 % (in person, in class)	35 %
Tests: listening, reading, and writing with vocabulary, grammar, and syntax	1: 10 % 2: 10 % 3: 20%	40%
TOTAL		100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Listening, Reading-Writing Self-Assessments with vocabulary, grammar, and syntax exercises (25%)

- Self-Assessments 1, 5%:
- chapter 1: Salut! Bonjour! Faire connaissance!
- Self-Assessments 2, 10%:
- chapter 1: Salut! Bonjour! Faire connaissance!
- chapter 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.
- Self-Assessments 3, 10%:
- chapter 1: Salut! Bonjour! Faire connaissance!
- chapter 2: Qui es-tu? Parler de soi, de sa famille et de ses amis.
- chapter 3 : Que fais-tu? Parler de sa vie quotidienne.

These self-assessments **must be completed, out of class**, by the due dates. Self-Assessments must be entirely completed and submitted online for the first version with no correction, for the second version with correction in paper version. See below the details:

- **Submission 1: First version with no correction.** The Self-Assessments must be entirely completed and submitted online in D2L *Assignments* in **one** single Word file by the due dates no later than 11:30 am. Don't send/submit any link that requires an account such as Google Drive. The Self-Assessments files will be found in D2L-*Self-Assessments* module in one Word document.

- **Submission 2: Second version with correction.** Once the answer keys are released in *D2L-Self-Assessments* module, students have one week, Self-Assessments 1 and 2, to make their own correction and give the second version in paper version in class. The Self-Assessment 3 with correction is due on the day of final exam, Test 3 (date to be announced). All the second versions **are due at the beginning of the class, except the Self-Assessment 3 that is due at the beginning of the final exam, Test 3.** Instructions for corrections are on *D2L-Self-Assessments* module.

Late submissions

Submission 1: First version with no correction. Incomplete self-assessments first version but submitted will be penalized. Late submissions, starting at 11:30 am on the due date, will lose 5% per day unless accompanied by a legitimate reason (see page 13). Self-Assessments submitted after the posting of the answer keys will not be accepted, and then no marked, but at your request, the teacher can give you feedback. **If the first version is not submitted, the mark is 0 for the entire self-assessment (versions 1 and 2).**

Submission 2: Second version with correction. If the second version is not submitted but the first version is, there is a penalty of 50% or more depending on what was completed or not in the first version. The submission 2, in paper version, is due at the beginning of the class, 11:30 am. Late submissions, starting right after the beginning of the class (11:30 am), will lose 5% per day unless accompanied by a legitimate reason. Please note, if students are not present in class on the day the corrected version is due, students have to submit the corrected version in D2L-Assignments no later than 11:30 am on the day of submission, otherwise a penalty will apply (see above). However, only the paper version will be marked. Self-Assessments more than five days late (including weekends) will no longer be accepted, and then no marked, but at your request, the teacher can give you feedback.

Please note, again, that these self-assessments are based on self-learning and self-evaluation (e.g. correction, personal feedback): students will have access to the answer keys for the projects two days after the first submission on Wednesdays at 11:30 am. Teacher will give marks on the quality of the self-evaluation/correction. For instance, did the students follow the instructions for correction? Did the students forget some of their mistakes even when checking with the answer keys? Did they make mistakes in the correction even with the answer key? How is the personal feedback? etc.

Here are the steps to follow to submit your Listening, Reading-Writing self-assessments.

1. Submit your completed first version self-assessment in *D2L-Assignments*.
2. Two days after, correct your self-assessments using the answer keys found in *D2L-Self-Assessments* modules. For the correction method, read the instructions in *D2L-Self-Assessments*.
3. Finally, resubmit your self-assessments, this time corrected, in paper version in class. See above the due dates on page 7.

Oral Projects (10%+10%+15%)

- **Oral Project 1: audio: Listening, speaking: Individual**

- chapter 1: introducing yourself.

Steps:

1. Listen the questions (audio tracks) in D2L.
2. Answer to the questions with full sentences.
3. Record your monologue in a mp3 file and submit the audio file in *D2L-Assignments*. The submission is due at 11:30 am by the due date.

Note:

- A. You do not have to share any personal information. You can create your own character, use a fictional character or a real famous person.

- B. Students have to respect the order of the questions and the topics contained. For example:
 - 1. Comment t'appelles-tu? / What is your name?
 - 2. D'où viens-tu? / Where do you come from?Your monologue is:
Je m'appelle Isabelle. Je viens du Canada. / My name is Isabelle . I come from Canada.

Students will be divided into three groups. Each group will have to listen to the questions, on D2L, that are assigned to their group. If you get the wrong group and therefore the wrong questions, you will have to start over. Note that the questions and topics in each group are at the same level, i.e., beginner, and respect the topics in the associated chapters, including grammar, vocabulary, and syntax. The submission is due at 12:30 pm by the due date.

- **Oral Project 2: audio: reading, phonics: Individual**

- chapters 1 and 2: reading of two different texts: a short descriptive text and a dialogue.

Steps:

- 1. Prepare your oral reading by applying some phonetic rules. An example will be explained in class and available on D2L.
- 2. Read aloud the texts (2) and record it on a mp3 file. Submit the audio file in D2L-Assignments.

This exercise is aimed at practicing and applying phonetic rules, and all students will have the same texts. The submission is due at 11:30 am by the due date.

- **Oral Project 3: oral in class: conversation with a partner and the teacher: Group of 2**

Steps:

- chapters 1, 2 and 3: talk about family and describing your life or someone's life:

- 1. Meet the teacher in class with your partner
- 2. Students start a conversation based on topics covered in class. See below details.
- 3. Students answer the questions asked by the teacher.

Step 2, details: Students will ask and answer questions based on topics covered in class. For example, a student turns over a card with "name" written on it. Student will ask to his, her, they partner : "What is your name?" The partner will have to answer the question and then it is the partner's turn to turn over a card and ask a question, and so on.

The Oral Project 3 is a conversation one; students will be speaking live with a partner and the teacher. To retake the Oral Project 3, the student must have a legitimate reason for not taking the oral in class. **Students who do not have a partner due to non-attendance, or lack of attendance, and without legitimate reason will receive the mark of 0 /15.**

Note:.

Late submissions, starting at 11:30 am on the due date, will lose 5% per day unless accompanied by a legitimate reason. Oral Projects more than five days late (including weekends) will no longer be accepted, and then no marked, but at your request, the teacher can give you feedback.

The objective of these orals is to encourage student learning while expressing creativity through conversation and also by applying basic rules in French phonetics (pronunciation, links, intonation, rhythm) by reading aloud texts. Students are also welcomed to meet the teacher during office hours at her office or on request online meeting in order to practice their oral expression (pronunciation, rhythm, and intonation).

To submit recordings or videos in *Assignments*, students may refer to the following tutorial, PDF file, that is on D2L FREN-105-001 Course Home: "Media Assignments including File Submissions_2022". There are also the tutorials [Uploading Media \(Video or Audio Files\) to My Media \(Kaltura\)](#) and [Adding a Kaltura Video to an Assignment](#) at : <https://elearningtutorialscamosun.opened.ca/kaltura-tutorials/kaltura-for-students/>

Tests (10%+10%+20%)

- Test 1: chapter 1: listening, reading, and writing with vocabulary, grammar, and syntax
- Test 2: chapters 1 and 2 : listening, reading, and writing with vocabulary, grammar, and syntax
- Test 3: chapters 1, 2 and 3: listening, reading, and writing with vocabulary, grammar, and syntax

Tests 1, 2 and 3 correspond but not identical to the content and exercises of self-assessments 1, 2 and 3 and oral projects 1, 2 and 3. Tests are completed in class.

Please bring a bilingual dictionary, French and any other language. **You will not be allowed to share your dictionary in class with another student.** The teacher reserves the right to check the students' dictionary before and during the tests. Please check with your professor to make sure your dictionary meets the requirements. You can borrow a bilingual dictionary from the library or purchase one at the college bookstore, both at Lansdowne campus.

If students are absent during the tests, they will be required to retake the test within a week. **To retake a test, students needs to provide a legitimate reason for not taking the test in class.** If students are unable to complete the tests within one week, the percent for Test 1 will be transferred to Test 2, and the Test 2 to Test 3. For Test 3, unless there is a valid reason, the mark will be 0.

Students will practice the four proficiencies in French: writing, reading, speaking, and listening. Active participation during class time and active learning outside class will enhance the individual learning experience. Because many learning activities will be conducted in small groups or in large group, active participation will also help other members of the class with their French language development. Students will be expected to prepare for and practice these activities.

Course Structure

Students will have to prepare one week in advance the topics that will be discussed and practiced the following week in class. They will have to read the documents before class, summarize their reading in class, and prepare their questions to ask the teacher and colleagues. In this way, the more students are prepared, the more attention can be given to practice and understanding of the content for each and everyone.

It is strongly advised to practice also outside of class hours the four proficiencies. Reading theory and practice of oral exercises (listening and speaking) and written exercises (reading and writing) are very important in learning a language. It is strongly advised to study an average of 3 to 4 hours per week.

Communication by emails

Writing an email is not writing a text message. Be specific in your email. Here are the recommendations:

- The subject: be specific
- The beginning of the message: you can use : Bonjour / Bonjour Isabelle / Bonjour, [Madame Gingras as I sign in my Camosun emails with "elle, she, her, hers"](#) .
- The paragraph: write your email clearly. If you refer to an exercise, specify the exercise number, the textbook page, the self-assessment page, the web page...
- Sign with your first and last name and the section of your French course. Example: John Smith, 001

Note: You can use "dear" in English, but "cher, chère", the French version of "dear" , is only for someone who is part of your private social circle such as family, friends...

If you book a time for a meeting with the teacher during the office hours and you cannot attend the appointment, please, if it is possible, send an email saying that you cancel the appointment.

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SCHOOL OR DEPARTMENTAL INFORMATION

Contact information:

- Frank Jankunis, Chair of the Humanities Department
Email: jankunisf@camosun.ca
Phone: [250-370-3360](tel:250-370-3360)
Office: Young 319
- School of Arts and Science (SAS):
Email: artsci@camosun.ca
Phone: 250-370-3298
Office: Fisher 104

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

Note: Missing an evaluation, late assignments, cheating and plagiarism

Emergency circumstances **are the only legitimate reasons** to miss a due date or a test in class. Students who are absent the day of a test are expected to contact the teacher **prior to the tests.**

Remember: It is your responsibility to find out from colleagues what class work, announcements, or assignments you have missed while absent, as well as to check the D2L for this course periodically.

IMPORTANT: Cheating and Plagiarism

Camosun College Policy E-1.13: “Academic integrity is the commitment to and demonstration of honest and ethical behaviour in an academic setting. It is the performance of all academic work without cheating, plagiarizing, lying, stealing, inappropriately collaborating, falsifying information, or receiving unauthorized assistance from any other person or using any source of information not appropriately authorized or attributed.”

It is the students' responsibility to read *E-1.13 Academic Integrity* document. Students may also consult the library pages "Academic Integrity for Students" and "CREDO InfoLit modules", section “Academic Integrity and Plagiarism” and view the videos and complete the short quiz.

What happens if a student does not follow the Academic Integrity policies? The professor will contact the student and request a meeting. If so, a letter will then be sent to the student, to the chair of the Humanities Department and the dean of School of Arts and Science (SAS) in which the academic misconduct will be explained.

Students can also consult the document *Process for Documenting and Addressing Academic Misconduct* and the webpage “Academic regulations & Standards”, link “Academic Integrity”

Then, all the evaluations must be completed without any translators or proofreading (speaking) by anyone else. Project that suggests the use of external help will not be accepted and will be marked 0. Using translator programs or having another person do your project constitutes **cheating**.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/

Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.