

UBC DEPARTMENT OF FRENCH, HISPANIC AND ITALIAN STUDIES
2015, WINTER SESSION, TERM 1 (September-December 2015)
FREN 101: SYLLABUS + PROGRAMME : VERSION PROF

CONTENT & OBJECTIVES

FREN 101-102 is a beginners' French course, of a “blended” and “enriched” approach. The objective of the course is the acquisition of basic comprehension, communication, and writing skills. It aims to provide students with a solid grounding in French grammar and the development of an awareness of the language's structures, and to act as a useful introduction to French and Francophone culture. The course involves three hours a week of classroom work, plus five one-hour sessions of oral comprehension practice in the Language Centre (the evening section, FREN 101-901, has an alternative exercise).

Extra information for instructors, to explain to students in their first class

Students in sections 101-110 should ensure that they are registered BOTH for that main class (3h/week) AND for a lab group. More information on labs is at <http://blogs.ubc.ca/fren101> and will also be emailed to students in week 2, before labs start.

Students in section 901 have no lab. Reason: labs only operate during daytime working hours (UBC building/classroom services + staffing/lab monitor contracts). 901 will have an alternative exercise to be determined by their instructor...

ELIGIBILITY

FREN 101 is a course for true beginners, and for “false beginners” who have completed high-school French 9 (or less) or who have completed French 10 more than five years ago. It is not available to students who have completed French 11 or any equivalent course. Generally speaking, students may not earn academic credit for any course below the level for which they have qualified by previous study. Further information on placement is at: blogs.ubc.ca/fren101/?p=10 ("[Placement/ which French course to take?](#)")

Extra information to tell students

from "[Placement](#)"--or treat this as an FYI, skip it, ask any students who aren't sure to come up and ask you at the end of class:

Starting Points (coming from secondary school)

- **French 9 or less (or French 10 more than five years ago): FREN 101**
- French 10 (or French 11 more than five years ago): FREN 102
- French 11: FREN 111
- French 12 more than five years ago: FREN 112

Successful completion of FREN 112 satisfies the Faculty of Arts Language Requirement.

Starting Points (after post-secondary French)

- FREN 101 or an equivalent college course: FREN 102
- FREN 102 or an equivalent college course: FREN 111
- FREN 111 or an equivalent college course: FREN 112

Successful completion of FREN 112 satisfies the Faculty of Arts Language Requirement.

Restrictions on Enrolment

Generally speaking, students may not earn academic credit for any course below the level for which they have qualified by previous study. For example, if you have passed French 12 within five years, you may not take any of these courses for credit. If you have passed French 11, you may not take FREN 101 or FREN 102 for credit. But there are a few exceptions:

- Students studying French to satisfy the language requirement of either the Faculty of Arts or the School of Music may begin one level below that for which they have qualified, if they lack confidence in the adequacy of their preparation.
- Any students who last studied French more than five years ago may also begin one level below that for which they have qualified. If they want to drop down more than one level, they should consult the course coordinator of the course that they wish to take.

WHOM TO CONTACT FOR FURTHER INFORMATION?

FHIS First and Second Year Advising and Placement

Dr. Juliet O'Brien OR Michael O'Hagan, Office: BuTo 705, Tel: 604-822-4558

- Office hours: see faculty profile page (<http://www.fhis.ubc.ca/people/faculty/details/ohagan-michael.html>)

- E-mail: michael.ohagan@ubc.ca

REQUIRED TEXTBOOK & COURSE MATERIALS (for both FREN 101 and 102)

Manley, Smith, McMinn, Prévost. *Horizons* (6th edition). Cengage: 2015

- EITHER ISBN 9780176699406
= custom softbound textbook
+ iLrn access code / book key (on a card/sheet of paper in the "custom pack" package)
from the UBC Bookstore
- OR ISBN 9781285457444
= just the iLrn access code: no printed textbook (cheaper), purely online version
from the publishers

Both versions include an access code / book key, giving access to: <http://hlc.quia.com/books>:

- *Horizons* ebook: can also be highlighted, annotated, printed out, etc.
- *Horizons* electronic student activities manual: online exercises
- further materials online: more exercises, practice, self-tests, audio-enhanced vocabulary flashcards, downloadable grammar & pronunciation tutorials & podcasts, games, puzzles, audio & video, etc.

Please bring the textbook (or its ebook version) with you to class.

Course information and documents (such as this syllabus), as well as some supplementary materials, are at <http://blogs.ubc.ca/fren101>. The most up-to-date official version will be the one at that site. Individual instructors may also choose to make use of UBC Connect for their section; they will inform you accordingly.

Extra information to tell students

from <http://blogs.ubc.ca/fren101/?p=13> ("Course materials"):

Horizons is available in various editions, versions, and packages; online and in bricks & mortar stores. In FREN 101, we will work on the preliminary chapter and chapters 1-4. In FREN 102, we will work on chapters 5-9. In both courses, we will use both the textbook and the online exercises (or “eSAM,” electronic student activities manual). You will receive further details on the online exercises in the first two weeks of term. The easiest thing for you to do (and, we’re pretty sure, the cheapest) is for you to buy the custom package from the UBC Bookstore. We’re pretty sure that’s the cheapest way to buy Horizons too if you want to have a printed physical book. The second-easiest but the cheapest: buying the eBook + iLrn version (and no printed book).

The reasons we’re asking you to buy the online version (whether or not you also buy the softbound physical book):

- to give you practice exercises between classes: this will help you to prepare for each class in advance, and to review material after class. Vital activities for reinforcing learning, and helping you to learn more, better, more solidly, deeper.
- to help your classroom learning: so that you can do or redo exercises from the textbook (in its ebook version), some of which will be worked on in class, and some of which (= the mechanical / rote exercises) you can complete at your leisure, without time pressure!
- so that you can listen to more pronunciation online: including everything that is in the textbook. You’ll also find virtual flashcards, with pronunciation, for all the vocabulary in the textbook. There are many other extra useful materials attached to the ebook version of the textbook: self-testing, for example.

WHAT TO BUY: EITHER OF THE FOLLOWING TWO OPTIONS (JUST ONE, NOT BOTH!!!)

OPTION 1: ISBN 9780176699406

= custom softbound textbook + iLrn package. Made to measure for this course, so as to be cheaper than buying the textbook (hardback, one or two volumes) + iLrn access in the standard formats c/o retailers and directly by the publishers.

At the UBC Bookstore: <http://shop.bookstore.ubc.ca/p-62136-pkg-custom-horizons-6e-w-ilearn-access-card-24-month.aspx>

May also be available from Discount Textbooks (University Village)

= RRP around \$130-135; if the Bookstore price is higher, that is their responsibility. Not that of instructors or coordinator.

*** OR ***

OPTION 2: ISBN 9781285457444

= the purely online iLrn version; no printed book

Directly from the publishers: <http://www.nelsonbrain.com:80/shop/search/9781285457444> , and elsewhere online

= \$108.95

If you are not buying Horizons from the UBC Bookstore, please ensure that whatever you buy includes

- Horizons 6th ed. Textbook: at least the preliminary chapter and chapters 1-4; if taking FREN 102, also ch. 5-9.

AND

- Horizons 6th ed. iLrn access code: with access for the whole duration of the course, until the date of the final exam. If taking FREN 102, + access until its end & to end of ch. 9. If you see a cheap code for sale, check when it expires!

More at the publisher’s website: see Nelson (<http://www.nelsonbrain.com/shop/index.html>)

For the textbook: it **does not matter** whether the version you have is printed or electronic; if it’s printed, whether it’s hardcover, looseleaf, or the custom edition; if you bring the whole book to class or just the current (and, it would be wise, previous) chapter(s); and, for the electronic version, it doesn’t matter whether you buy the whole eBook or just one eChapter at a time. So long as you have the right book in the right edition—in whatever form—with you in class, and available to work on outside class, until at least the final exam.

MODES OF ASSESSMENT & DISTRIBUTION OF MARKS

- Homework (at least two short compositions, around 100-120 words each) 10%
- Online practice exercises + online timed mini-tests (at the ends of ch. 1-4) 10%
- Quizzes and other in-class activities (vocabulary pop quizzes, games, dictations, in-class writing, etc.) 10%
- Language centre work (FREN 101 sections 101-110) or alternative (section 901) 10%
- Tests in class (two: test 1 = ch. prélim.-1; test 2 = ch. 2-3) 20%
- Final examination 40%

WORK & EXPECTATIONS

As is usual with university-level courses, students should expect to be spending at least 2 hours outside class (regular preparation, homework, and practice) for every hour spent in class. For a three-hour class, that is at least six hours' work; or, a little over an hour every day during the week, and the weekend off.

Language learning requires regular practice: like music and sports. It is better to do some French every day, rather than trying to cram all your homework into one session on Sunday afternoon (also, this wrecks your weekend). FREN 101 has online exercises to provide you with this practice.

Compositions:

- should be YOUR OWN work, UNASSISTED: you MAY NOT use tutors, Francophone friends, etc. to help. It is important to your learning to make your own mistakes, and to learn from them.
- you may use dictionaries and other resources; some assignments may explicitly ask you to do so
- topics will be communicated to you at least a week in advance of the due date
- there will be at least two (2) homework compositions
- (there will be other composition exercises, for practice: written in class, and contributing to the “quiz” part of your final grade)
- homework compositions are worth 10% of your final grade

Extra information to tell students

- *Composition 1 = on ch. (1-2) material*
Due: end of week 8 at the latest
Topic will be communicated to you one to two weeks beforehand; not more than two weeks (to reduce the risk of cheating / essay-mill use), and not less than one week (to give students time). Topics may vary from section to section; the coordinator will circulate suggestions to all instructors at least two weeks ahead, and from these suggestions and their own ideas, instructors will set their composition topic(s) for their section.
- *Composition 2 = on ch. (1-2-3) material*
Due: end of week 10 at the latest
- *+ see general schedule at end of document.*

Compositions are around 100-120 words long. Topics, exact due dates, method of submission (must be handed in in class / electronic copy only / both / etc.) and other parameters may vary from section to section and instructor to instructor.

INFO PROFS : Deux compositions = minimum. Je vous fournirai des suggestions, ce ne sont que des suggestions. Vous pourriez aussi demander aux étudiants d'écrire trois compositions, dont les notes des deux meilleures seront retenues ; ou deux versions de chaque travail, en soulignant la réécriture; ou encore... libre à vous.

Online practice exercises + timed mini-tests:

- are on iLrn: <http://hlc.quia.com/books>
institution = UBC
course = FREN 101
course code = DRFN398
- directions on how to access iLrn, guidance, and further details: <http://blogs.ubc.ca/fren101/?p=82>
- exercises can be done several times, and the deadline for their completion is the day of the final exam
- may be worked on alone, in pairs, or in groups, as you wish
- it is recommended that you do exercises regularly, after you have covered the work concerned in class—ideally every day—to reinforce what you have learned in class while it is still fresh in your mind
- you may find it useful to redo exercises as revision before chapter tests, the midterm exam, and the final
- there are also extra revision materials on iLrn; these are optional and are not marked
- timed mini-tests should be completed at the end of each *Horizons* chapter; one attempt only
- worth 10% of your final grade: online practice exercises = 9% + timed mini-tests = 1%

Extra information to tell students

As students may be moving around sections, registering late, etc., they are under no obligation to start working on online exercises until the end of the add/drop period (Tuesday 22 September). They should, however, have set themselves up on iLrn by then. In case they have not, students should come and see the coordinator in her office hours. Any other questions about the online exercises, students should contact the coordinator directly. Students working together on practice outside of class hours is encouraged, and meeting up IRL is one of the best ways to work (see: MIT et al report on MOOCs + "peer to peer learning").

INFO PROFS : + petite explication : Ces exercices sont auto-corrigés, c'est un compromis afin de redonner aux étudiants un travail utile d'apprentissage qui a dû être enlevé du programme (il y a longtemps) à cause de l'accroissement des effectifs et la diminution des heures d'enseignement, ce qui rendait impossible la tâche de corriger les cahiers d'exercices tous les jours. Étant donné le reste du travail des instructeurs (la préparation et les corrections + l'enseignement de 2 ou 3 autres cours/semestre + travail de recherche, etc.).

+ aucune obligation d'entrer vous mêmes sur le site iLrn ou d'y faire quoi que ce soit ; JÓB peut vous envoyer les notes des exercices en ligne après l'examen. Mais vous avez/aurez chacun.e votre propre compte iLrn, vous permettant d'y aller et d'y apporter tout changement (enlever des exercices, en ajouter, changer les dates de remise, etc.) que vous souhaitez. Libre à vous. Ne changez pas s.v.p. le nombre d'essais et n'enlevez pas trop d'exercices, afin que ce 10% de la note finale soit équivalent pour toutes les sections.

Quizzes on vocabulary:

- there will be at least five (5) quizzes in class
- form and format will vary: individual/pair/team; vocabulary pop quizzes, games, dictations, short translations, in-class writing, skits/sketches, fieldwork, etc.
- dates of quizzes and the number thereof will vary from section to section
- individual instructors may choose to include further short tests (10 minutes maximum) in class during the term; these further tests would contribute to the "quiz" element of your final grade
- worth 10% of your final grade

INFO PROFS : Suggestion: au moins un quiz de vocabulaire par chapitre (= 5). Libre à vous (nombre de quiz, format, etc.). Les "pop quiz" (interro surprise) et les Clicker renforcent la participation sans entrer dans les problèmes pratiques d'une note pour la participation : prendre l'appel et noter systématiquement les présences gaspille le temps et détruit l'ambiance et la bonne volonté ...

Language centre work:

- daytime sections (FREN101-101, -102, -102, ...-110) have five language lab sessions: every other week, starting in week 3 (for "A" groups: L1A, L2A, ... L8A) or 4 (for "B" groups: L1B, L2B, ...L8B); "A" groups' last lab is in week 11, "B" groups' last lab is in week 12.
- further information (lab location, when your first lab will be, etc.) is at <http://blogs.ubc.ca/fren101/?p=32>
- a number of students are going to miss sessions scheduled on public holidays (Thanksgiving, Remembrance Day); they will not be required to make them up, even if they are able to attend a session on another day. **For that reason, the language lab mark will be based on the FOUR best tests ONLY, for everybody.**
- this term, we will also be starting optional pronunciation exercises (online) to be done in "off" weeks when you don't have a lab; there will be four in total, one on each chapter; for a bonus of up to 1% (this has to be for a bonus because it is experimental)
- evening sections (FREN 101-901) have no labs but an equivalent alternative exercise; (and an equivalent optional extra exercise for a bonus of up to 1%); your instructor will tell you more
- worth 10% of your final grade
(optional extra exercises = up to 1% extra bonus on top of the 10%)

INFO PROFS :

Pour la section -901: JÓB en discutera avec l'instructeur de cette section, comme il y a plusieurs options qu'on a déjà utilisé et on pourra sans doute en trouver d'autres ...

*Les étudiants DOIVENT aller au labo dans lequel ils sont inscrits. Pas de changements de groupe informels, pas de rattrapage, et non, ils ne peuvent pas assister à plusieurs séances par semaine. Même (et surtout) en touriste. S'ils souhaitent changer de groupe (raisons d'horaire p. ex.), il faut le faire par le Student Service Centre, et si un groupe de labo est plein, il est plein et il n'y a plus de place. C'est un *labo*, avec une capacité maximale fixe.*

+ je vous enverrai le corrigé du labo par mél

Extra information to tell students

Information is at <http://blogs.ubc.ca/fren101/?p=32> (inc. where the lab is), will also be emailed at the end of week 2 reminding about labs starting in week 3 (or 4, as the case may be).

WHAT SHOULD YOU BRING TO THE LAB? Paper and a pen.

WHAT HAPPENS DURING THE LAB SESSIONS? The purpose of the Language Centre lab sessions is to provide you with dedicated listening practice, to help you develop skills of aural comprehension. This will include dictations. A second purpose of your lab sessions is to give you some informal (and not graded!) French aural and oral practice, with the assistance of a real live native speaker of French. You will NOT be graded on practice exercises; and you will NOT be graded on pronunciation and speaking. But: your language lab TEST mark counts for 10% of your final grade for FREN 101.

Each lab session will follow the following format:

- warm up: oral/aural exercises selected from your iLrn online exercises, which you can work on with help and feedback from the lab monitor
- audio-visual materials: listening, watching video
- comprehension exercises (in pairs or small groups) on what you have just heard and/or watched
- DICTATION AND COMPREHENSION TEST (individual) based on the materials and exercises you will have just worked on

THE LAB TEST: During each lab session there will be a short test that will count toward the term mark. You should bring some paper and a pen with you. At the top of your paper, make sure to write down:

- your name
- your course, including its section (FREN 101_101, for example; NB section \neq lab group)
- and your section instructor's name

Lab monitors will read out the dictation script to you: this will be a text in French, and you should write down in French what you hear. The dictation will be read out in the traditional way: once through; then twice slowly, phrase by phrase; finally once more through for rereading and correction. The dictation will be followed by 2 or 3 short questions about what you just heard and transcribed, to test your comprehension; that may include translation into English or into French. At the end of the test, hand your test in to your lab monitor; they will convey tests to the section instructors; your instructor will mark your test and return it to you in class the following week.

There may also be some time at the very end of class for pronunciation exercises: this is purely voluntary and optional for you, an opportunity for practice with the lab monitors. The lab monitors are there to help to guide you, informally.

Each lab group (ex. L1A) will have at least one lab session covering work associated with each of the four main Horizons chapters we are working on in your main class. Lab sessions cover material already worked on in that main class, usually from the previous week.

A number of students are going to miss sessions scheduled on Thanksgiving and Remembrance Day; they will not be required to make them up, even if they are able to attend a session on another day. For that reason, the language centre mark will be based on the FOUR best tests ONLY, for everybody.

WHERE ARE THE FREN 101 LANGUAGE LABS / THE LANGUAGE CENTRE? The labs have several different names; on your timetable, it will probably appear as LANG LAB, as it does at the Student Service Centre information pages for FREN 101 and its various sections (ex. FREN 101_101) and lab groups (ex. FREN 101_L1A). The following information will hopefully clarify, calm, and reassure.

B126

= Buchanan/Arts block (= buildings A, B, C, D, E and the tower) > Buchanan building B > ground floor (100-level)

> go to the door for B120: inside, there are more doors; straight ahead of you is room B126

Map: http://www.maps.ubc.ca/PROD/index_detail.php?show=y,n,y,n,n,y&bldg2Search=n&locat1=121-2&locat2=#showAccess

WHEN ARE THE LABS?

The labs start in WEEK 3 (the week of 21-25 September 2014). There are 16 lab groups for FREN 101, grouped in two sets, "A" and "B." "A" and "B" groups meet in alternate weeks; that is, every other week / fortnightly.

If your group ends in the letter A (ex. FREN101 L1A)

= your first lab is in the week of 21-25 September (week 3 of term)

(ex. for group L1A, your first lab session on Monday the 21st from 12 noon to 12:50 p.m.)

and your lab sessions will be every other week, in odd-numbered weeks (= weeks 3, 5, 7, 9, 11)

If your group ends in the letter B (ex. FREN101 L1B)

= your first lab is in the week of 28 September - 2 October (week 4 of term)

(ex. for group L1B, your first lab session is on Monday the 28th from 12 noon to 12:50 p.m.)

and your lab sessions will be every other week, in even-numbered weeks (= weeks 4, 6, 8, 10, 12)

Tests and final examination:

- there will be two (2) 45-minute tests in class, in common across all sections:
 - Test 1 is on the preliminary chapter and chapter 1, Test 2 on chapter 2-3
 - these tests are worth 20% of your final grade.
- the final examination is two and a half hours long:
 - it is cumulative, on everything in FREN 101
 - it is worth 40% of your final grade.
- further details of test and exam form and format, and revision guides: <http://blogs.ubc.ca/fren101/?p=150>

Extra information to tell students

Tests and exams will be discussed at a later stage, such as before the first test...

INFO PROFS : Toutes les sections écriront les tests à peu près au même moment (voir emploi du temps plus loin). J'OB vous enverra les tests au moins une dizaine de jours avant : un document en PDF et un document .odt/.docx. Vous aurez le choix soit de faire passer une commande chez UBC Xerox directement, en utilisant le PDF ; soit d'utiliser le document comme base pour votre propre version (et de passer votre commande chez UBC Xerox). On vous demande toutefois de ne pas trop changer : mêmes types d'exercices, mêmes attentes, et même durée. N'oubliez pas que les étudiants subiront tous le même examen final !

L'examen final : on y travaille tous, en novembre.

ADVICE & ASSISTANCE

Your first port of call is your instructor ...

You can also talk to or email the coordinator for FREN 101 & 102:

The course coordinator is: Dr Juliet O'Brien

Email: juliet.obrien@ubc.ca

Office & office hours: Buchanan Tower 728 Monday 4:00 - 6:00 p.m.
Tuesday 1:00 - 3:00 p.m.
Thursday 9:00 a.m. - 12:00 noon

The course site links to resources to help you and for finding help, at <http://blogs.ubc.ca/fren101/?p=39>:

- French advising via the department and academic advising throughout UBC
- where to find information and help for everything in UBC life: access and diversity, finance, health, being an international student, security, wellbeing
- UBC policies and procedures, rules and regulations, and the Ombuds office

Extra information to tell students

I am your instructor.

My name is ...

and my office hours are ... (le minimum/la norme = 1 heure par semaine)

and my office is / I will hold my office hours in ... (office hours location : votre bureau, un café sur le campus, etc.)

here is how to contact me: ... (your UBC email address).

INFO PROFS :

- *la qualité vs. la quantité des interactions*
- *les limites au don de soi*
- *« ne vous faites pas manger » par les étudiants (Anne Simpson)*
- *« ne faites pas pour un étudiant ce que vous ne pouvez aussi faire pour chaque étudiant dans votre section » (Jacques Bodolec)*

NB: il est fortement conseillé d'utiliser uniquement votre mél UBC pour le FREN 101, et de ne pas utiliser d'autre compe mél pour le travail. Côté légal (FIPPA), pour vous protéger autant que les étudiants, et pour séparer le travail professionnel de la vie privée. Vous n'êtes pas obligé de leur donner un numéro de téléphone. Ni de "devenir amis" avec les étudiants sur Facebook, Twitter, Instagram, Snapchat, WhatsApp, etc.

*Les étudiants doivent pouvoir vous joindre, mais vous n'êtes pas obligé.e de lire constamment votre courriel, ni d'être à l'écoute 24/7. Nous ne sommes pas le SAU. Voir <http://blogs.ubc.ca/fren101/2013/12/26/the-rules/#resp>
+ utilisez le FSC pour communiquer avec votre section ou avec des étudiants individuels.*

Vos heures de bureau sont pour aider les étudiants, à propos du 101, mais avec des limites:

- *une limite de temps: une heure (bon, deux à la limite)*
- *la justice : ne faites pas pour un étudiant ce que vous ne pouvez aussi faire pour chaque étudiant dans votre section.*

- *L'heure de bureau, ce n'est pas un service de tutorat, ni d'expert-conseiller. Cela n'est pas votre travail (et, en ce qui concerne le dernier, ce n'est pas dans nos compétences professionnelles). Si vous avez un étudiant en détresse, ou malade, envoyez-le chez les experts appropriés. En cas de doute, envoyez un "Early Alert" : <http://blog.students.ubc.ca/earlyalert/information-for-faculty-and-staff/>*
La page de ressources utiles sur notre site du cours: <http://blogs.ubc.ca/fren101/2013/12/11/ubc-resources-useful-links/>
- *Si vous n'avez aucune idée quoi faire, ne savez pas la réponse, en cas de doute, etc., : adressez-vous au coordinateur, aux collègues, au Comité de la formation des TA (Prof. Scott, JÓB, etc.), à Mireille, etc.*
- *En principe, les étudiants ne devraient pas avoir besoin de tuteurs pour ce cours. Mais ça arrive. S'ils en ont besoin, mieux vaut qu'ils aillent chez les tuteurs "officiels" du département: <http://www.fhis.ubc.ca/about/tutor-list/french-tutor-list.html> NB: si vous êtes vous-même tuteur--que ce soit à FHIS ou ailleurs--vous ne devriez pas donner de cours particuliers à vos propres étudiants !*

POLICIES

- In order to pass the course, a student must pass the final examination.
- Although students are strongly encouraged to speak French in class, speaking abilities will not be graded.
- Such details as quizzes, the content of tests, composition topics, and exercises assigned may vary somewhat from section to section at the discretion of individual instructors. They may not, however, vary from student to student within a section.
- Students may not do extra work for extra credit; nor may the percentage of marks allotted to any portion of the course be changed.
- It is the responsibility of students to make sure that all the required assignments have been done.
- A penalty will apply for late assignments and no late work will be accepted more than a week after its due date. Extensions must be asked for, with supporting evidence, in advance.
Late work policies may vary from section to section at the discretion of individual instructors (for example, some may not accept any late work ever).

Extra information to tell students

Late work policy: ...

- Students should keep all marked assignments and must be able to present them upon request.
- No make-up tests or extensions without a medical certificate or other accepted certification for absence, administered via Arts Academic Advising (or your faculty advising office, for students who are not in Arts).

Full and further details are at "The Rules" (<http://blogs.ubc.ca/fren101/?p=47>):

- aims and objectives
- expectations
- responsibilities
- grading criteria
- plagiarism
- late work

- extensions and making up for missed work
- tests and examinations
- and quick links to UBC rules, policies and procedures.

These rights, rules, and responsibilities are in addition to, not instead of, all policies and guidelines as supplied by the University, Faculty of Arts, and Department of FHIS. The most up-to-date version will be online (at the aforementioned URL).

They apply generally across all sections of FREN 101: there may be some variation from instructor to instructor (for example, on the exact penalties for late work).

N.B.: you are expected to be cognisant with University rules and regulations: this is part of the contractual agreement every student enters into with the University when they register.

Extra information to tell students

Students, please read the information on the course site. Most of it will be useful for other courses too. Individual instructors may have refinements to the rules and should tell students them: times of day when they do and don't read emails (fitting with the rest of their schedule too), work submission policy (hard copy only / electronic only / both / etc.), late work policy and penalties, etc.

A note on marking (for everyone, students and instructors alike). Marking scales should be used fully (00-100%): not "relative to perfection," nor "in comparison with a native Francophone," nor "hazing à la française" ; but also not "being nice to encourage you and because you work so hard and you're such a decent, pleasant, intelligent human being."

It is human nature to vary, and so some classes/sections--and indeed whole courses, from year to year--will vary, naturally, in their mean, median, mode, and range; but classes tend to produce a standard normal curve or a Poisson, and a mean somewhere between 67 and 78%. As in all UBC courses, grades may be adjusted/calibrated (including specific assignments: ex. if a test is too hard/easy), but there is no obligation to "curve the grades" (= grade to a bell curve with a predetermined average). (Instructors should apply common sense, and if in doubt consult the coordinator.)

The official FHIS document on grading, at <http://blogs.ubc.ca/fren101/2013/12/26/the-rules/#grad>:

FHIS Grading and Distribution of Marks Guidelines

Language-based courses

Percent	Grade	Level of Achievement	Grading Criteria
90-100	A+	Outstanding	- comprehension - pronunciation, intonation, fluency - vocabulary - grammar (morphology, syntax) - level of discourse and cultural competence
85-89	A	Excellent	
80-84	A-	Very good	
76-79	B+	Good	
72-75	B	Competent	
68-71	B-	Satisfactory	
64-67	C+	Fair	
60-63	C	Adequate	
55-59	C-	Barely adequate	
50-54	D	Poor	
00-49	F	Fail	

Guidelines for the distribution of marks

	Years I & II	Years III & IV
All A's	5%-35% of class	10%-40% of class
Grades of all A's and all B's	not more than 75% of class	not more than 80% of class
Grade F	not more than 15% of class	not more than 10% of class

None of this should be taken to imply that grades in any course must conform to a bell curve.

Note:

These grading and distribution of marks guidelines were unanimously approved at the departmental meeting of March 28, 2008. The recommendations of the ad hoc committee better reflect the reality of language departments than the old UBC guidelines.

THE FINAL EXAMINATION I : ATTENDANCE

There are only three exceptions to the rule requiring that all students write their final examinations at the appointed time.

1. Students with three examinations schedules within a twenty-four hour period are said to face an *examination hardship* and are entitled to have the middle exam rescheduled. If French 101 falls in the middle of such a combination, consult the coordinator (contact information below).
2. Students who are prevented by illness, bereavement or other personal or family affliction from writing an examination on the appointed day may apply to their Faculty's Academic Advising Office for deferral of standing. Documentary evidence will usually be needed to support the request.
3. An examination whose date falls on a religious festival will be rescheduled by the coordinator for adherents of the faith concerned. But please note: you may not invoke the policy to justify an early departure from campus for the holidays unless you adhere to a religion that has no place of worship in the Lower Mainland. Your exam will simply be moved a few days in either direction of the original appointed date for the exam.

THE FINAL EXAMINATION II : DIRE WARNINGS

1. Under no circumstances will an examination be rescheduled to accommodate a student's travel plans, not even to prevent the waste of money unwisely spent before the exam schedule was known.
2. No provision will be made for students who miss a scheduled examination because they misread the timetable.

WITHDRAWAL DATES

- Without a **W**: until Tuesday 22 September 2015
- With a **W**: until Friday 16 October 2015
- Withdrawal after 16 October is a formal academic concession, for which you will have to apply to and receive the approval of the Academic Advising Office of your Faculty.

GENERAL SCHEDULE

UNDERLINED ITEMS IN BOLD CAPITALS = assessed work: quizzes, tests, final exam, homework compositions, online exercises

SEMAINE 1

du 7 au 11 septembre 2015

- WORK IN CLASS THIS WEEK:
- ASSIGNMENTS IN CLASS THIS WEEK:
- NO LANGUAGE LABS THIS WEEK
- TO DO BY THE END OF THIS WEEK:

MONDAY & TUESDAY: NO CLASSES (LABOUR DAY, IMAGINE UBC)

Introduction + *Horizons*, Chapitre préliminaire (p. 0-9, 20-23)
Set up pairs and groups for online exercises and other work
(labs start in week 3 for "A" groups, in week 4 for "B" groups)
(buy course materials, access and start using [iLrn](#))

SEMAINE 2

du 14 au 18 septembre 2015

- WORK IN CLASS THIS WEEK:
- ASSIGNMENTS IN CLASS THIS WEEK:
- NO LANGUAGE LABS THIS WEEK
- HOMEWORK BY THE END OF THE WEEK:

Ch. préliminaire (p. 10-19, 24-25) + Ch. 1 (p. 28-31)

QUIZ: vocabulary (introductions)

(labs start in week 3 for "A" groups, in week 4 for "B" groups)

iLrn ONLINE EXERCISES

SEMAINE 3

du 21 au 25 septembre 2015

- WORK IN CLASS THIS WEEK:
- ASSIGNMENTS IN CLASS THIS WEEK:
- LANGUAGE LAB (daytime sections only):
- HOMEWORK BY THE END OF THE WEEK:

Ch. 1 (p. 32-43)

QUIZ: vocabulary/writing

A-groups

(B-groups = no lab, optional extra pronunciation exercise on ch.1)

iLrn ONLINE EXERCISES

SEMAINE 4

du 28 septembre au 2 octobre 2015

- WORK IN CLASS THIS WEEK:
- ASSIGNMENTS IN CLASS THIS WEEK:
- LANGUAGE LAB (daytime sections only):
- HOMEWORK BY THE END OF THE WEEK:

Ch. 1 (p. 44-53, 56-61)

QUIZ: writing workshop

B-groups

(A-groups = no lab, optional extra pronunciation exercise on ch. 1)

iLrn ONLINE EXERCISES

iLrn online mini-test on ch. 1

+/- optional practice composition (counts towards "homework compositions")

SEMAINE 5

du 5 au 9 octobre 2015

- WORK IN CLASS THIS WEEK:
- ASSIGNMENTS IN CLASS THIS WEEK:
- LANGUAGE LAB (daytime sections only):
- HOMEWORK BY THE END OF THE WEEK:

Ch. 2 (p. 64-73) + TEST 1 (= everything up to the end of ch. 1)

QUIZ: vocabulary

TEST 1: CHS. prélim. & 1 (in your last class this week, 45 minutes)

A-groups

(B-groups = no lab, no optional extra exercise)

iLrn ONLINE EXERCISES

SEMAINE 6

du 12 au 16 octobre 2015

- WORK IN CLASS THIS WEEK: Ch. 2 (p. 74-87)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** vocabulary
- LANGUAGE LAB (daytime sections only): B-groups
(A-groups = no lab, optional extra pronunciation exercise on ch. 2)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**

SEMAINE 7

du 19 au 23 octobre 2015

- WORK IN CLASS THIS WEEK: Ch. 2 (p. 88-91, 94-97) + interlude musical (p. 102-103)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** writing workshop; may be practice for COMPOSITION 1
- LANGUAGE LAB (daytime sections only): A-groups
(B-groups = no lab, optional extra pronunciation exercise on ch. 2)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**
iLrn online mini-test on ch. 2

SEMAINE 8

du 26 au 30 octobre 2015

- WORK IN CLASS THIS WEEK: Ch. 3 (p. 104-113)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** vocabulary
- LANGUAGE LAB (daytime sections only): B-groups
(A-groups = no lab, no optional extra exercise)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**
COMPOSITION 1 (on ch. 1-2 material)

SEMAINE 9

du 2 au 6 novembre 2015

- WORK IN CLASS THIS WEEK: Ch. 3 (p. 114-125)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** vocabulary
- LANGUAGE LAB (daytime sections only): A-groups
(B-groups = no lab, optional extra pronunciation exercise on ch. 3)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**

SEMAINE 10

du 9 au 13 novembre 2015

- WORK IN CLASS THIS WEEK: Ch. 3 (p. 126-129, 132-135)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** writing workshop; may be practice for COMPOSITION 2
- LANGUAGE LAB (daytime sections only): B-groups
(A-groups = no lab, optional extra pronunciation exercise on ch. 3)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**
iLrn online mini-test on ch. 3
COMPOSITION 2 (on ch. (1-2-)3 material)

SEMAINE 11

du 16 au 20 novembre 2015

- WORK IN CLASS THIS WEEK: Ch. 4 (p. 140-149) + TEST 2 (= ch. 2 & 3)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** vocabulary
TEST 2: CH. 2 & 3 (in your first class this week, 45 minutes)
- **LANGUAGE LAB (daytime sections only):** A-groups: your last lab session
(B-groups = no lab, optional extra pronunciation exercise on ch. 4)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**

SEMAINE 12

du 23 au 27 novembre 2015

- WORK IN CLASS THIS WEEK: Ch. 4 (p. 150-161)
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** vocabulary
- LANGUAGE LAB (daytime sections only): B-groups: your last lab session
(A-groups = no lab, optional extra pronunciation exercise on ch. 4)
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**

SEMAINE 13

du 30 novembre au 4 décembre 2015

- WORK IN CLASS THIS WEEK: Ch. 4 (p. 162-165, 168-171) + interlude musical (p. 176-177) + revision
- ASSIGNMENTS IN CLASS THIS WEEK: **QUIZ:** writing workshop; may be practice for optional extra composition
- NO LANGUAGE LABS THIS WEEK
- HOMEWORK BY THE END OF THE WEEK: **iLrn ONLINE EXERCISES**
iLrn online mini-test on ch. 4
+/- optional extra composition (counts towards "homework compositions")

PÉRIODE DES EXAMENS

du 8 au 22 décembre 2015

- DATE T.B.A. (in mid-October): **FINAL EXAMINATION (2.5 hours, on everything in the course)**

Document last revised: 2015-08-26. The most up-to-date official version of this information is the electronic version at <http://blogs.ubc.ca/fren101>

Extra information to tell students

UN RAPPEL IMPORTANT - LA PÉRIODE DES EXAMENS. IL FAUT ÊTRE ICI !!! The date of the final examination is not yet known. It is not set by your instructor, the course coordinator, or the Department of French, Hispanic and Italian Studies; nor by the Faculty of Arts. They have no control over it. It is set by the Higher Authority that is Enrolment Services.

The examination schedule will be available around half-way through the term, and exam locations will be posted shortly after:

- [Courses & Registration > Exams](http://www.students.ubc.ca/coursesreg/exams/) (= <http://www.students.ubc.ca/coursesreg/exams/>)

Every student's individual personal examination schedule will be at the [Student Service Centre \(http://www.students.ubc.ca/ssc\)](http://www.students.ubc.ca/ssc)

The complete examination schedule for all UBC courses may be consulted at

- [Courses & Registration > Exams > Exam schedule](http://www.students.ubc.ca/coursesreg/exams/exam-schedule/) (= <http://www.students.ubc.ca/coursesreg/exams/exam-schedule/>).

The examination period for this term runs from 8 to 22 December 2015 inclusive. It is strongly recommended that students (and instructors!) not make any travel plans or purchase tickets until the examination schedules have been published: vacation or other travel is not an acceptable reason for absence from an examination.

INFOS PROFS : LE COURS EN GÉNÉRAL + RAPPELS (ou, « Liberté, égalité, fraternité »)

LE MATÉRIEL DU COURS

Le 101 (et le 102) est un cours souple, dont le manuel a été choisi afin de garder un certain équilibre (compréhension/production, ouïe/écrit, structures/lexique/culture, + compétences pratiques) et afin que chaque chapitre puisse s'enseigner de diverses façons, s'accommodant à l'instructeur plutôt que le contraire : par exemple :

- en suivant l'ordre linéaire à l'intérieur des chapitres/unités/modules du livre, donc regional focus → compétence 1 → compétence 2 → compétence 3 → compétence 4 → lecture (ou autre texte de votre choix) → culture (ou équivalent) + voir plans détaillés (qui vous seront envoyés par mél)
- en blocs construits chacun autour d'un élément structurel :
grammaire (sans obligation de suivre le dessin du manuel) → vocabulaire → culture
ou l'inverse, culture / plan panoramique → mise en pratique, dialogues → vocabulaire → grammaire
etc.
- en blocs thématiques : regional focus + culture → grammaire + lecture → vocabulaire → mise en pratique, dialogues, écriture. L'idée d'un « projet » avec un produit final.
- et encore... et en variant l'approche d'un chapitre à un autre, et le rythme, en improvisant en réaction à l'ambiance dans la salle de classe et à l'humeur des étudiants, en expérimentant, etc....

Le manuel, c'est la base commune pour tous les étudiants dans toutes les sections. C'est le point de repère et de référence : on ne testera les étudiants que sur le matériel qui y figure. Ce n'est que le point de départ pour ce que vous faites dans la salle de classe : une source et une ressource (un « livre de sources », p. ex. les exercices) des ressources à utiliser à votre gré.

Pendant l'heure de cours, n'hésitez pas à ajouter des vidéos (YouTube en classe), des lectures et des activités de recherche en ligne, de la musique, vos photos et souvenirs de voyage, tout ce que vous voulez pourvu que ce soit plus ou moins approprié au programme. Intégrez vos propres intérêts : vos recherches, la littérature, l'histoire et la culture du monde francophone (ou de certaines parties / époques plus précises), la langue française (« geek = cool » + la grammaire ayant une beauté abstraite, comme la logique ou les maths), les loisirs, le sport, les voyages, l'environnement, la vie, votre propre histoire, vos raisons pour enseigner le français, vos lectures, les films et la musique et tout autre aspect artistique et culturel.

Bref, tout ce qui vous passionne : tout cela donne souffle au cours, le rend vivant, plus intéressant pour les étudiants et pour vous, et le transforme en votre propre cours à vous.

LA TECHNOLOGIE

Vous aurez aussi chacun.e votre propre site sur UBC Connect où vous aurez la possibilité d'ajouter tout ce que vous voulez. Ou non, comme vous voulez. Le cours est construit afin de vous donner la liberté d'utiliser les technologies qui vous conviennent le mieux et la possibilité d'explorer et de jouer avec d'autres—tout ce qui est électronique bien sûr mais aussi le papier, le stylo, et la voix—en les mélangeant, les adaptant, et les exploitant à votre gré. Ce ne sont après tout que des outils ; sans intervention intelligente ils ne sont rien. Leur utilité est une qualité supplémentaire qui ne s'ajoute qu'avec l'usage.

Toutes nos salles de classe sont censées être munies de tableaux, de rétroprojecteurs, et de supports numériques. Le département et la Faculté de Arts peuvent vous emprunter un portable, si vous en avez besoin (d'habitude pour un seul cours, cas d'urgence, panne ou mort de votre ordinateur, etc.). Pour des renseignements, du soutien, et des cours de formation, veuillez consulter :

- FHIS (Educational Technology & User Support Specialist) : Joël CHAUVIN, BuTo 710, <http://www.fhis.ubc.ca/people/staff.html>
- UBC Arts Instructional Support and Information Technology (ISIT) : <http://isit.arts.ubc.ca/>
- UBC IT : <http://it.ubc.ca/got-question-about-it-products-and-support>
- UBC Centre for Teaching, Learning and Technology (CTLT) : <http://ctl.ubc.ca/>

En ce qui concerne l'utilisation estudiantine d'ordinateurs, de tablettes, et de smartphones dans la salle de classe : à vous de régler votre propre politique. On vous rappelle que les compromis sont possibles : tout comme on le fait avec les bouquins (ex. pendant un test), on peut toujours les permettre en général et puis demander dans certaines situations de les fermer. Il en va de même pour les photos (ex. du tableau) et autres enregistrements du cours : cela peut dépendre des circonstances (ex. troubles d'apprentissage et autres besoins d'aménagements spéciaux). Mais : on a TOUJOURS besoin de demander la permission avant de prendre une personne en photo : courtoisie, droit à l'image, etc., ...

LES LANGUES DU COURS

NB : On ne teste pas l'expression orale en français au 101-102 (pour le moment ; raisons pratiques), mais les exercices de prononciation fonctionnent bien comme échauffement au début du cours.

Le cours devrait être autant que possible en français, mais dans la mesure du possible et du pratique.

Soulignons :

- que ce sont des débutants qui ne savent (en théorie) aucun mot de français
- mais aussi que ce sont des adultes
- dont beaucoup auront déjà appris au moins une autre langue étrangère
- à l'université

Notre environnement (UBC, Vancouver, le Canada, 2015) est plurilingue et multiculturel. Nous ne sommes ni en mission coloniale / de conversion, ni en situation d'immersion (impossible d'ailleurs dans les 3h/s. de contact direct). L'utilisation de l'anglais—la langue véhiculaire en commun pour tout le monde dans la salle de classe—s'avère utile en ce qui concerne les explications et les commentaires. On peut toujours parler en français et puis résumer en anglais ; beaucoup d'étudiants sont habitués aux changements de langue (le « code-switching ») : famille et amis multi-lingues,

cinéma et jeux en ligne, conversations entendus en bus. Le bilinguisme, voire le plurilinguisme (ex. les verbes + le Latin, les autres langues romanes, comparaisons avec les structures + super-structures linguistiques d'autres langues et de familles linguistiques...), peuvent vous aider et être un atout dans le cours. L'intégration d'autres langues dans le cours peut même accroître l'importance relative du français (en tant que langue) et diminuer celle de l'anglais : au bénéfice donc du français.

Donc : il n'y a aucune obligation que le cours soit francophone à 100 %.

Ceci dit : comme à ce niveau (CEFR A1-A2) on vise surtout la compréhension, c'est une bonne idée d'exposer les étudiants autant que possible à la langue parlée et écrite. Parlez-leur, en français, de tout, de rien, de n'importe quoi. Commencez le cours en racontant une anecdote, une histoire drôle, un fait divers du *Metro* ...

L'HUMANITÉ

Nos étudiants sont (pour la plupart) des êtres humains. Besoin donc de respect, de tolérance, de civilité, et de gentillesse. C'est dans "[The Rules](http://blogs.ubc.ca/fren101/?p=47)" (<http://blogs.ubc.ca/fren101/?p=47>), et c'est pour tout le monde : on y explicite que les instructeurs sont eux aussi des êtres humains ...

On vous rappelle que notre public se compose d'adultes : les méthodes/approches d'apprentissage classiques visées aux enfants de 4-8 ans (ou encore les 10-14) et à leur niveau cognitif ne seront pas forcément appropriées. Utilisez de votre intelligence et du bon sens (p. ex. en mélangeant les approches, en s'adaptant aux circonstances, en improvisant). Ceci dit, les jeux, une ambiance ludique, l'humour et les jeux de mots sont d'habitude fort utiles. Et voici un atout extraordinaire : votre cours et vos étudiants vous fournissent un laboratoire vivant précieux pour la recherche de pointe en andragogie.

Ce sont aussi des étudiants, souvent très intelligents, avec des connaissances dans d'autres domaines du savoir (et on en a souvent beaucoup à apprendre d'eux!). Ils ont besoin de comprendre, d'explications (y compris l'abstrait/théorique), et de discussion. Ils demanderont des questions. Ne répondez pas s.v.p. « c'est comme ça parce que c'est comme ça, c'est la règle, apprenez-la ». La curiosité, l'engagement intellectuel, il faut les encourager : tout étudiant du FREN 101 est au moins un « French minor » potentiel (et un franco-phono-phile à vie), mais surtout le plus important et le plus utile c'est qu'une bonne ambiance rende le cours agréable et plaisant pour tous ... y compris pour nous, les instructeurs.