

UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER
DEPARTMENT OF FRENCH, HISPANIC AND ITALIAN STUDIES
FREN 101: SYLLABUS, 2019 WINTER TERM 2

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

| Course Title | Course Code Number | Credit Value |
|---------------------|--------------------|--------------|
| Beginners' French I | FREN 101 | 3 credits |

PREREQUISITES

This course is designed for students who have never learned any French before. It assumes no prior knowledge of French. If you are unsure if this is the appropriate level of French course for you—for example if you have already learned some French—please read [UBC FHIS > Guidelines for Placement in French Language Courses](#) and talk to the course coordinator.

COREQUISITES

This course must not be taken at the same time as other FREN courses. It is not available to students with the prerequisite for FREN 102. The Department of FHIS reserves the right to refuse enrollment to any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course. Enrollment at or below the level the student has already attained is not permitted.

CONTACTS

| Course Coordinator | Contact Details | Office Location | Office Hours |
|-----------------------------------|----------------------|-----------------------|---|
| Dr Juliet O'Brien | juliet.obrien@ubc.ca | Ponderosa Annex E 222 | by appointment (please email to arrange a time) |

| Your instructor | Contact Details | Office Location | Office Hours |
|--|-----------------|-----------------|--------------|
| (you'll meet them in class ... further information in week 1 of class) | | | |

Your instructor and the course coordinator read correspondence during regular working hours: Monday to Friday, 9:00 a.m. to 6:00 p.m. We will respond to your emails as soon as possible, usually within 1-3 working days.

COURSE OVERVIEW & FORMAT

As this is a living language course, our classes are a fluid mix of—to translate other academic areas' categories—interactive lectures, discussion, and improvisation. Classes are mostly conducted in French, with English as needed for explanation. Class locations are at [the Student Service Centre](#).

LEARNING OBJECTIVES

The Department of FHIS offers a series of eight courses designed to build students' skills progressively in the four basic communicative functions of listening, reading, speaking, and writing. FREN 101 is the first of a pair of beginners' courses—101 and 102—aligned with level A1 objectives of the Common European Framework of Reference: basic vocabulary, the rudiments of grammar, and familiarization with cultures of the French-speaking world.

FREN 101 introduces the French language and Francophone cultures, opening up their understanding in a worldwide context. With an approach that is communicative and collaborative, and inductive and interactive, the course develops students' comprehension and the mobilisation of knowledge—*savoirs*—translated into the applied practice of *savoir-faire*.

French grammatical structures studied include: common verbs in the present tense, subject pronouns and adjectives for descriptions, prepositions for talking about places, simple negation, and asking questions. These will be applied in practice through:

- listening: understanding everyday communication about yourself, your family, and your immediate surroundings
- reading: understanding familiar vocabulary in simple communicative structures; such as advertisements, posters, menus
- speaking: asking questions for information or about familiar or everyday topics, and engaging with others in simple conversation using simple sentences and expressions to describe places and people
- writing: short observations and portraits of people and places; completing forms and questionnaires; discussing cultural differences; and expressing opinions, ideas, and dreams

By the end of the course, students should be able to understand simple communication and to communicate simply about familiar and frequently-encountered topics such as personal information, work, everyday life, identity, tastes, activities, travel, geography, and local environment. More on the themes, vocabulary, and grammar objectives that are covered in FREN 101 is in the "Course Schedule" at the end of this syllabus, and in greater detail on Canvas.

LEARNING MATERIALS

Required

Nathalie Hirschprung & Tony Tricot. *Cosmopolite 1. Livre de l'élève*. (Paris: Hachette, 2017). ISBN 9782014015973

[UBC Bookstore](#) price on 2019-12-16: \$36.50

and

Nathalie Hirschprung & Tony Tricot. *Cosmopolite 1. Cahier d'activités*. (Paris: Hachette, 2017). ISBN 9782014015980

[UBC Bookstore](#) price on 2019-12-16: \$21.50

You may share—and thereby share the cost of—the *Cahier* (workbook) with a colleague in the same class, as working on practice exercises with a peer is encouraged.

These materials are for both FREN 101 and 102. FREN 101 = *dossiers* 0-4; FREN 102 = *dossiers* 5-8. Each of the books above—textbook and workbook—also has a CD and a booklet at the back: audio tracks, videos, vocabulary, scripts for the textbook and workbook audio, sample answers for practice exercises. You can also download these files (printed materials are in PDF): see Canvas > Modules > Syllabus + Materials > Materials.

Recommended

Sylvie Poisson-Quinton. *La grammaire du français en 44 leçons et plus de 230 activités, niveau A1*. (Paris: Éditions Maison des langues, 2014). ISBN 9788415640127

Supplementary

Some other materials, such as supplementary resources, are available at [UBC Blogs: FREN 101 & 102 resources](#). These resources are free, open, and publicly available. Your instructor might also supply you with further (free) resources for your class, using Canvas or email or otherwise; they will inform you accordingly.

LEARNING ACTIVITIES, ASSIGNMENTS, & ASSESSMENT

In class

As it is a living language course, FREN 101 involves face-to-face work in class, with an emphasis on working collaboratively in pairs and small groups. Your active participation is expected. This includes speaking in class: interaction in French with instructor and peers, preparedness and willingness to ask and answer questions (not necessarily in French: this is a beginners' class) and share ideas, and contribution to work in small groups.

Please bring the *Livre* (textbook) with you to class. Your instructor may also ask you to prepare work in advance for a specific class (ex. a question for discussion) or to complete online (ex. on Canvas); if that is the case, they will inform you accordingly.

Some assessed work is in class: two tests. Revision guides and further specifics, including which learning objectives are being assessed, will be on Canvas or otherwise provided to you by your instructor.

Tests (30%)

- in class, 45 minutes, closed book
- DELF-format listening comprehension and reading comprehension; grammar; and open-ended writing
- week 5: test 1 on *dossier* 1 = 10%
- week 10: test 2 on *dossiers* 2 + 3 = 20%

Outside class

As is usual with university-level courses, you should expect to spend at least TWO 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, dance, martial arts, and sports. It is better to do some French every day than to try to cram all your homework into one session on Sunday afternoon (also, this wrecks your weekend). FREN 101 has workbook practice exercises (*Cahier d'activités*) and optional extra online exercises (*Parcours digital*) to provide you with this practice. Work outside class:

- Should be YOUR OWN work: you MAY NOT use tutors, friends, etc. to help. It is important to make your own mistakes and to learn from them. See below, “Academic Integrity Statement” and “UBC Policies.”
- You MAY, however, work with the FHIS Learning Centre
- You are strongly encouraged to work together with peers in our class, in pairs or small study groups, on the *Cahier*. It is recommended that you do exercises regularly, after you have covered the work concerned in class—ideally every class day—to reinforce what you have learned in class while it is still fresh in your mind.
- You may use dictionaries and other resources; some assignments may explicitly ask you to do so.

Some assessed work is to be submitted online or by an equivalent alternative: a group project and your *savoir-vivre* portfolio-journal. Project topics and further specifics, including means of submission and which learning objectives are being assessed, will be on Canvas or otherwise provided to you by your instructor.

Cahier (5%)

- due: the day of a test or exam (exercises on *dossier* 1 = test 1, *dossiers* 2-3 = test 2, *dossier* 4 = final exam); for feedback, bring your workbook to your instructor's office hours in the week before that test/exam; otherwise bring it to that test in class (or the final exam, for *dossier* 4)
- for each *dossier* (1-4): at least half the questions in each of the reading comprehension, grammar, and listening exercises = 1 point/*dossier* x 4 = 4%
- at the end of the course: completed exercises including the “Bilan” at the end of each *dossier* (1-4) = 1%

Group project (15%)

- writing and speaking
- your instructor will provide you with further details on topics, dates, and means of submission in week 4

Savoir-vivre (10%)

- *savoir-être* “scrapbooking” regular weekly collection = 5%
- *savoir-apprendre* “journaling” reflection on learning = 5%
at least 1 journal entry per dossier
+ at least 3 visits to FHIS Learning Centre, or instructor office hours, or equivalent (other live interaction in/with French): to work on *Cahier* interactive exercises and for other practice
- due: by the day of the exam
- submission: e-portfolio via Canvas (or equivalent alternative: check with your instructor)

Final examination

Final written examination (40%)

- in the formal examination period (April), 2.5 hours long, closed book
- on everything in the course, comprehensive, cumulative
- A1.1 DELF-format listening and reading comprehension; grammar; and open-ended writing

GRADING BREAKDOWN

| | |
|---|-----|
| • Workbook exercises (<i>Cahier d'activités</i> ; individually or in pairs) | 5% |
| • Group project | 15% |
| • <i>Savoir-vivre</i> individual e-portfolio | 10% |
| • 2 tests in class (listening comprehension, reading comprehension, writing) | 30% |
| • Final written examination (listening comprehension, reading comprehension, writing) | 40% |

Schedule of assessments: see below, “Course schedule.”

COURSE POLICIES

Policies specific to this course:

- Attendance is required (see “Attendance” in bold, the next item below).
- Cellphones should be turned off and put away during class; on the use of other electronic devices in the classroom, please see “Technology etiquette” below.
- Some assignments may vary from section to section at the discretion of individual instructors. They may not, however, vary from student to student within a section.
- An instructor can only do for one student what they can also do for every other student in the class/course; and they cannot do something for one student that they could not also do for every other student (ex. individual tutoring). Please note that an instructor’s office hours are NOT for individual tutoring or catching up on missed classes. For catching up with missed classes, we would recommend working with peer colleagues from your class, with the [FHIS Learning Centre](#) (free) or, if you need more time and attention, with the [FHIS tutors](#) (not free).
- No extra credit.
- Late work will not be accepted.*
- No re-weighting of marks (ex. from a missed assessment onto a later assessment).*
- No make-up alternatives for missed in-class assessments.*
- No re-grading of marked work.*
- See also: [UBC Blogs: FREN 101 & 102 resources](#) > [syllabus \(2\): The Rules](#):

* except for students registered with Accessibility, in adapting the course to their accommodations; and except, in exceptional circumstances, for students who have applied for and been granted a concession by Academic Advising (see “Academic Concession” further below)

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. They apply generally across all sections of FREN 101. You are expected to be cognizant with University rules and regulations: this is part of the contractual agreement every student enters into with the University when they register.

Attendance

Attendance and active participation are required. This regular work will not be graded. It is expected.

- Missing one class hour without notification:
 - no questions asked
 - no penalties
- Missing a second class hour:
 - please complete an [Arts Academic Advising student self-declaration form](#)—you DO NOT need to provide any further details—and email it to the course coordinator; see also below, “Academic Concession”
 - if you do not do so, your instructor or the coordinator will submit an Early Alert for you (also as that can put you in contact with UBC support services)
 - no penalties
- Missing a third class hour and any further classes:
 - please make a request to Arts Academic Advising (or to your faculty advising office, if you’re not in Arts) for academic concession
 - if you do not do so, your instructor or the coordinator will submit an Early Alert for you (also as that can put you in contact with UBC support services)

- Otherwise there will be penalties: loss of up to 10% of final grade (scaled according to number of classes missed and relative length of class, ex. a heavier penalty for missing a 3-hour class in a section that only meets once a week)
- If you are registered with Accessibility, the course attendance policy will be adapted to your individual academic accommodations.
- And also (for all students): if you miss more than 40% of your classes (15 class hours) you may be excluded from the final examination (see below, “FHIS Departmental Policies: Attendance”):
 - in a section with a 3-hour class 1x/week = missing 5 classes or more
 - in a section with a 1.5-hour class 2x/week = missing 10 classes or more
 - in a section with a 1-hour class 3x/week = missing 15 classes or more

Technology etiquette

Time spent in the classroom is designed to promote your learning. Digital technology is ubiquitous and when used in the classroom presents both learning opportunities and disruptions. At times, the use of such technology will be encouraged in class when appropriate: for example, using a tablet or laptop for research and for taking notes. In general, it is common courtesy to put devices such as cell phones away during discussions and other interactive work with other students, as alerts and notifications from devices can distract you and others. Hunching over a small screen—such as on smartphones and phablets—may also strain your eyes, neck, and back; and may have long-term effects on vision, posture, and general health. So, as a general rule please turn off cell phones during class time and put them away. (Exception: if you are registered with Accessibility, you may of course use whatever is suitable for your accommodations.)

FHIS DEPARTMENTAL POLICIES

Language Enrolment

The Department of FHIS reserves the right to refuse enrolment to any of its language courses to a student who has, in the view of the Department, a level of competence unsuited to that course. Enrolment at or below the level the student has already attained is not permitted.

Attendance

Regular attendance and participation are expected of students in all their classes. **Students missing 40% or more of their classes**, regardless of whether their absences are avoidable or unavoidable may be considered unable to meet the “learning outcomes” of the course and **may, on the recommendation of the course instructor, coordinator, or the Head of the department, be excluded by the Dean from the [final examination](#)**. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed (see below, “Academic Concession”).

Assignment Submission

The Department of FHIS expects that students will submit assignments as scheduled. Instructors are not required to make allowances for any missed test or incomplete work that is not satisfactorily accounted for. Any request for academic concession must be clearly expressed (see below, “Academic Concession”).

Academic Integrity Statement

As a scholarly community, we share an understanding of the ethical ways that we use and produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to

our own work, but it also means we produce our own contributions that add to the academic conversation: we don't buy or copy academic work, nor present as ours a document that has been translated by someone else or a translation software. We also don't falsify data or sources, or hand in the same work in more than one course.

Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the FHIS Department Head, and the Faculty of Arts Associate Dean, Academic.

See the UBC Calendar entries on [Academic Honesty](#), [Academic Misconduct](#), and [Disciplinary Measures](#), and check out the [Student Declaration and Responsibility](#). See Tips for [Avoiding Plagiarism](#), from the Chapman Learning Commons.

SUPPORT FOR SUCCESS

UBC: Academic Concession

You may be eligible for academic concession when one or more of the conditions listed below unexpectedly hinders your ability to complete an assignment or participate in classes or an examination:

- [Medical circumstances](#)
- [Compassionate grounds](#)
- [Conflicting responsibilities](#)

In all cases, your request for academic concession should be made as early as reasonably possible to your instructor or Arts Academic Advising. If you are not an Arts student, you should consult with your home Faculty for your concession.

The most appropriate type of concession (deferred standing, in-term-concession, late withdrawal etc.) will be determined by your unique situation and the academic requirements for your course.

You may be eligible for an in-term concession if you meet the following criteria:

- You missed a graded requirement in a course
- The course is still in progress
- You have been attending regularly and are up-to-date in the course
- Your studies were impacted for a short time
- You have grounds for academic concession

Please contact your instructor via email as soon as you are aware you may need an in-term concession. Your instructor will adjudicate your first request. Please include a [Student Self-Declaration form](#), found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

Department: the FHIS Learning Centre

The [FHIS Learning Centre](#) is a free service available for students of all levels and languages of the FHIS curriculum (French, Italian, Portuguese, and Spanish). We offer student-centered conversation practice, tutoring (i.e. grammar and vocabulary questions), and help with the continued development of core skills (i.e. speaking, listening, reading, and writing) necessary for students' success in acquiring and becoming proficient in the languages that we teach.

Course: FREN 101 and 102 support

[UBC Blogs: FREN 101 & 102 resources](#) > [syllabus \(3\): HELP](#) provides links to help you and for you to find help:

- French advising via the department of FHIS
- Academic advising in the Faculty of Arts and throughout UBC
- Where to find information and help for everything in UBC life: well-being, accessibility, health, security, finance, being an international student, and other matters of identity and being
- UBC policies and procedures, rules and regulations, and the Ombuds office

If in doubt, if you have any questions or worries about anything, please ask! This course, your class, your instructor, and your coordinator are a safe space and here to help. If we don't know an answer—we're human—we'll help you to find someone who does. This is a community of care.

UBC POLICIES

The University provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

LEARNING ANALYTICS

This course will be using the following digital learning technologies:

- UBC Blogs (WordPress)
- Canvas (in some sections: this is a matter of individual instructor choice)

Individual instructors might choose to use other or additional electronic tools that collect information on their use and users, and will inform you accordingly.

If your instructor uses your analytics data, this should only be for educational purposes and they should tell you why they are doing so. The course coordinator will only use your analytics data on Canvas to:

- View overall class progress
- Track participation in discussion forums
- Assess your participation in the course

It is possible that your analytics data might be used by others in the university; all analytics data use should be for purposes of teaching and learning, subject to your consent, in a manner that complies with the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#), and open to Freedom of Information request.

COPYRIGHT

All materials of this course (course design and assessments; syllabus; class handouts, slides, notes, photographs of work on the board; etc.) are the intellectual property of (as appropriate) the Course Coordinator or Instructor, or licensed to be used in this course by the copyright owner. Students might (NB “might” and not “may” or “do”: this will vary from instructor to instructor, as it is their decision) have permission to record classes, but not to redistribute or sell these course materials. *Cosmopolite 1* is copyright Hachette Livre. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

COURSE SCHEDULE**SEMAINE 1 du 6 au 10 janvier 2020**

| | |
|----------------------|--|
| Topic (thème) | Découvertes |
| Grammar (grammaire) | Verbe <i>s'appeler</i> , pronoms sujets, épeler |
| In class (en classe) | Introduction + <i>Cosmopolite 1</i> , Dossier 0 leçons 1-2 |

SEMAINE 2 du 13 au 17 janvier 2020**FRIDAY: DEADLINE FOR CHANGES OF REGISTRATION (SSC, ONLINE) WITHOUT A "W"**

| | |
|-----------|--|
| Thèmes | Découvertes - Présentations et identification |
| Grammaire | Le genre des noms de pays, l'article défini - L'article indéfini |
| En classe | Dossier 0 leçons 3-4 + Dossier 1 leçon 1 + quiz about the syllabus (in English!) |

SEMAINE 3 du 20 au 24 janvier 2020

| | |
|-----------|---|
| Thèmes | Présentations et identification |
| Grammaire | Les mots interrogatifs, le verbe <i>être</i> au présent, les verbes en <i>-er</i> , les adjectifs |
| En classe | Dossier 1 leçons 2-4 |

SEMAINE 4 du 27 au 31 janvier 2020

| | |
|-----------|--|
| Thèmes | Présentations et identification |
| Grammaire | Le verbe <i>avoir</i> au présent, les adjectifs possessifs, l'adjectif interrogatif |
| En classe | Dossier 1 leçons 5-6 + Cultures (or alternative) + discuss project and set up project groups |

SEMAINE 5 du 3 au 7 février 2020

| | |
|-----------|--|
| Thèmes | Voyages et logement |
| Grammaire | Les prépositions, les articles définis et indéfinis, les prépositions de lieu, l'article contracté |
| En classe | Dossier 1 révisions + Test 1 + Dossier 2 leçon 1 |

ASSESSED WORK in your second class / class hour this week**Test 1 = 10%**

in class, 45 minutes, closed book, on Dossier 1; listening and reading comprehension, grammar, and writing

Workbook - Dossier 1 = 1%

for feedback, bring workbook to your instructor's office hours the week before; otherwise bring it to Test 1 in class

SEMAINE 6 du 10 au 14 février 2020

FRIDAY: DEADLINE FOR CHANGES OF REGISTRATION (SSC, ONLINE) WITH A "W"

| | |
|-----------|--|
| Thèmes | Voyages et logement |
| Grammaire | Les prépositions de lieu ; les verbes <i>aller</i> , <i>prendre</i> , et <i>venir</i> au présent ; la négation ; les adjectifs démonstratifs |
| En classe | Dossier 2 leçons 2-4 |

ASSESSED WORK to be submitted by the end of the week**Project, stage 1 = 1%**

(video)

NB this is the general version of this assignment: check with your instructor, for your section

***** PAUSE DE LA MI-TRIMESTRE / MIDTERM BREAK du 15 au 23 février 2020 *******SEMAINE 7 du 24 au 28 février 2020**

| | |
|-----------|--|
| Thèmes | Voyages et logement |
| Grammaire | Poser des questions |
| En classe | Dossier 2 leçons 5-6 + Cultures (or alternative) |

SEMAINE 8 du 2 au 6 mars 2020

| | |
|-----------|--|
| Thèmes | Parler de soi (famille, travail, loisirs) |
| Grammaire | Les adjectifs possessifs, le masculin et féminin des adjectifs |
| En classe | Dossier 3 leçons 1-3 |

SEMAINE 9 du 9 au 13 mars 2020

| | |
|-----------|---|
| Thèmes | Parler de soi (famille, travail, loisirs) |
| Grammaire | Les verbes de préférence en <i>-er</i> , le présent des verbes en <i>-er</i> , le verbe <i>faire</i> au présent, les pronoms toniques |
| En classe | Dossier 3 leçons 4-6 |

ASSESSED WORK to be submitted by the end of the week**Project, stage 2 = 4%**

(writing)

NB this is the general version of this assignment: check with your instructor, for your section

SEMAINE 10 du 16 au 20 mars 2020

| | |
|-----------|--|
| Thèmes | Parler de soi (famille, travail, loisirs) |
| Grammaire | <i>Avoir mal</i> + les parties du corps |
| En classe | Dossier 3 Cultures (or alternative) + Dossiers 2-3 révisions + Test 2 |

ASSESSED WORK in your last class this week**Test 2 = 20%**

in class, 45 minutes, closed book, on Dossiers 2 + 3: listening and reading comprehension, grammar, and writing

Workbook - Dossiers 2 + 3 = 2%

for feedback, bring to instructor's office hours this week; otherwise bring it to Test 2 in class

SEMAINE 11 du 23 au 27 mars 2020

| | |
|-----------|---|
| Thèmes | Le quotidien (horaires, habitudes, sorties) |
| Grammaire | L'heure, les verbes pronominaux |
| En classe | Dossier 4 leçons 1-3 |

SEMAINE 12 du 30 mars au 3 avril 2020

| | |
|-----------|--|
| Thèmes | Le quotidien (horaires, habitudes, sorties) |
| Grammaire | Les verbes <i>lire</i> et <i>écrire</i> au présent ; la fréquence ; les verbes <i>pouvoir</i> , <i>devoir</i> , et <i>vouloir</i> au présent |
| En classe | Dossier 4 leçons 4-6 |

ASSESSED WORK to be submitted by the end of the week**Project, stage 3 = 10%**

(writing + video)

NB this is the general version of this assignment: check with your instructor, for your section

SEMAINE 13 du 6 au 8 avril 2020***** VENDREDI : PAS DE COURS / NO UBC CLASSES *****

| | |
|-----------|---|
| Thèmes | Le quotidien (horaires, habitudes, sorties) |
| Grammaire | Les verbes <i>choisir</i> et <i>sortir</i> au présent, poser des questions, l'impératif |
| En classe | Dossier 4 Cultures (or alternative) + Dossiers 1-4 révisions |

PÉRIODE DES EXAMENS du 14 au 29 avril 2020**ASSESSED WORK (on day of exam; exam dates t.b.a. by UBC in mid-February)****Savoir-vivre = 10%****Workbook - Dossier 4 + Bilans + completion = 2%**

for feedback, bring workbook to instructor's office hours; otherwise, just for completion to be recorded, bring to final exam

Final written examination = 40%

2.5 hours long, closed book, on everything in the course; listening and reading comprehension, grammar, and writing

Last revised: 2019-12-18. Sometimes a syllabus will need to be adjusted. If your instructor or the coordinator sees a need to change anything after the syllabus has been distributed at the beginning of term, they will discuss the proposal with you and then, if you agree to the proposed change, they will update the syllabus. A new, dated electronic syllabus will be emailed to you and provided on Canvas.