

Course Outline
French 3900 Language (Advanced Level III)
School of Humanities

GENERAL INFORMATION

Course:	3900 (Section 530)
Term:	Full year (1.0 course)
Year:	2019-2020
Course Day and Time:	Tuesdays and Thursdays 6:30-8:30
Course Location:	UH 250

INSTRUCTOR INFORMATION

Name:	Nadine de Moras
E-mail:	ndemora@uwo.ca
Telephone number for office appointments:	519-432-8353, Ext. 28277
Office hours for students:	Tuesdays 5:30-6:30; Thursdays 2:30-3:30 and 5:30-6:30 + appointments
Office location:	UH 311

COURSE DESCRIPTION

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

4 lecture/tutorial hours. 1.0 course.

Prerequisite(s): French 2900 or both French 2905A/B and French 2906A/B or permission of the Department, based on Placement Test. Placement Test results do not guarantee admission into the course. Written permission must be obtained from the Department.

Antirequisite(s): French 3905A/B, French 3907A/B, French 3908A/B.

REQUIRED COURSE MATERIALS

Required Text:

Custom Coursebooks **French 3900-2019-2020**, Nadine de Moras. To be downloaded from Owl.

Recommended

Bilingual dictionaries (online translation dictionaries)

<http://www.linguee.com/>

<https://www.collinsdictionary.com/dictionary/french-english>

Spellcheck and grammar check

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

Conjugations

<https://leconjugueur.lefigaro>

LEARNING OUTCOMES

Upon successful completion of this course, students are expected to build upon and improve what was started in French 1910 and French 2900 and:

- Master certain components of French grammar: use of moods and tenses, conjugations, verbal forms, subjunctive, gerund, passé simple, verb and adjective agreements, gender of nouns, , pronouns, articles and prepositions.
 - Master the vocabulary of education, media, crimes, environment, politics, visual arts, books and literature.
 - Master general vocabulary relative to the grammar topics (words in -al, -ail, -ou, etc.).
 - Have improved written and oral communication, production and comprehension: by demonstrating abilities to understand various texts, answer questions and speak about the studied topics with accurate language.
 - Demonstrate knowledge and understanding of various aspects of French and Canadian cultures such as health, education, politics, media and crimes.
 - Feel more confident writing and speaking French.
 - Make fewer mistakes and use more elaborate and accurate language.
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BRESCIA COMPETENCIES

1. Demonstrate the communication competency by being able to:

- Demonstrate mastery of some grammatical concepts and some vocabulary topics (education, media, crimes, environment, politics, visual arts, books and literature).
- Have improved written and oral communication, production and comprehension.
- Identify and understand cultural and linguistic communication differences.
- Apply new vocabulary, and grammar in exercises, and authentic communication situations.
- Apply new knowledge and skills in oral and written comprehension and production exercises, and in authentic communication situations (understanding a dialogue from a movie or understanding songs, write an academic paper, make a presentation).
- Use existing knowledge of language and culture to enhance effectiveness of communication with Francophones using accurate language.

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

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

This is a flipped classroom. This means that a large portion of the work is done outside of class. Students read and learn the assigned material by themselves, including Power Point Presentations on grammatical gender on Owl. The methodology of this course has been developed by Dr. N. de Moras, based on her research in applied linguistics and language acquisition, and the Usage Based Model. According to these principles observed in first language acquisition, learners need to learn numerous items in order to entrench a grammatical structure. Thus, the Power Point Presentations on grammatical gender present the same structures numerous times, and students learn grammar with vocabulary. Vocabulary and grammar are always seen in context, in whole sentences. If students do the required work, they are expected to learn French “naturally”, the way children learn their native language. For this to happen, they need to be exposed regularly to a large amount of language.

Grammar explanations have been simplified and synthesized in tables for easy understanding, in favor of examples and extensive practice. Students are also expected to read the related cultural information. Students examine the rules and examples. Grammar is always studied in context, with vocabulary. Because a large number of words need to be learned in order to learn the corresponding grammar (for example pronominal verbs, prepositions of verbs, conjugations of irregular verbs) students need a lot of practice to memorize the words and the corresponding grammatical concepts and structures. They do the written exercises in the coursebook and the quizzes on Owl. The quizzes are a direct practice of the rules and target the new grammatical structures and vocabulary. Grammar and vocabulary **CANNOT BE LEARNED** without intensive practice and repetitions.

Students arrive in class having already worked on the new material. In class, the professor answers questions on what was not clear. The majority of the class time is for oral and written practice, and what students cannot do on their own. The oral practice reinforces the written practice, thus providing the necessary repetitions so that the new grammatical structures and vocabulary become easy to use in communication situations. Once they are mastered, students have authentic conversations and participate in debates following oral presentations to reinforce the structures.

COPYRIGHT AND INTELLECTUAL PROPERTY

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

EVALUATION

— Preparation: weekly summaries of assigned material	5%
— 1 group presentation (about culture)	5%
— Weekly quizzes on Owl	15%
— 4 compositions (4 x 5%)	20%
— 2 vocabulary and grammar tests (2 x 12.5%)	25%
— Final exam	30%

DETAILED DESCRIPTION OF EVALUATION

— Preparation: weekly summaries of assigned material 5%

Students are expected to have read the material, reflected on it, and learned it in order to be able to do the quizzes on Owl. In order to verify that the students did the work, they will have to submit

- a. A very brief summary, written by hand (unless the student has a writing disability), of no longer than a half page. The summary will explain what is the most important in the chapter, and what the student did not know before reading the chapter.
- b. Students should have at least two questions about the material.

— 1 group presentation about Francophone culture 5%

Students will do some research to find information relative to the topics studied in class and will present it to the class. The list of topics is in the coursebook.

— Weekly quizzes 15%

Being a flipped classroom, students are expected to learn the material on their own, outside of class, and take the weekly quizzes. The concepts to learn are clearly explained in the coursebook and the Power Point presentations. The class time is for oral practice and answering questions.

The first purpose of the quizzes is to encourage the students to do their homework each week and to provide the necessary repetitions. The second purpose is to provide students with some feedback about what they learned and what they did not. The third purpose is to prepare students for the tests and the final exam, as the majority of the questions will be taken from the quizzes.

The quizzes test the students' preparation. Students should have learned the chapter before coming to class, completed the quizzes on Owl by Sunday night before coming to class so that they can practice in class, oral exercises.

— 4 compositions (4 x 5%) 20%

The written assignments aim at applying the new vocabulary, grammar and sentence structures in writing. Students can choose the format of the compositions: a letter, a report, a reflection, etc. The purpose of the assignment is to practice the language in a whole text.

— 2 vocabulary and grammar tests (2 x 12.5%) 25%

The vocabulary and grammar tests have the same format as the quizzes and the exercises in the coursebook: mainly fill-in the blanks, some translations and some writing about a specific topic.

Students will receive a detailed description of the exam in advance to know exactly what to expect.

— Final exam 30%

The final exam is cumulative and the content of the exam will cover all the vocabulary, grammar and culture which have been studied in the course during the two terms. The final exam will have approximately the same format as the tests, but will be longer (3 hours). It will also have some reflection questions about cultures and general topics studied in class.

EVALUATION BREAKDOWN

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Preparation: weekly summaries of assigned material (20 X 0.25) Each summary counts for 0.25%	5%	Each week	Grammar vocabulary	written communication Inquiry and Analysis and Inf. Literacy
1 group presentation (about culture)	5%	Students choose the date	Vocabulary Oral skills	oral communication Inquiry and Analysis and Inf. Literacy
Weekly quizzes	15%	Each week	Grammar vocabulary	Inquiry and Analysis and Inf. Literacy
4 compositions (4 x 5%)	20%	Oct. 17 Nov. 21 Jan. 30 March 05	Grammar Vocabulary Culture	written communication Inquiry and Analysis and Inf. Literacy
2 vocabulary and grammar tests (2 x 12.5%)	25%	Nov. 26 March 12	Grammar vocabulary	written communication
Final exam	30%		Grammar Vocabulary Culture	written communication Grammar Vocabulary Culture

ACADEMIC ACCOMMODATION

Family medical issues, personal medical issues, family bereavement, or participation in university varsity sports teams will receive accommodation with appropriate documentation. Contact your academic advisor to determine whether your situation can receive accommodation. Documentation may be required to be submitted to the academic advisor. The academic advisor, in consultation with the course instructor, will determine whether the accommodation is granted. **Travel plans, studying for other courses, job interviews, and medical appointments are NOT acceptable reasons for missing classes.**

- Missed weekly summaries and quizzes will be given 0 (zero) even when accommodation is provided.
- For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Whenever possible, students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor (ndemora@uwo.ca) should be contacted within 2 business days.
- Documentation will also be required for missed oral presentations and compositions (5%).
- If there are documentation and accommodation, the missed grades for assignments and tests (worth 5% and above) will be reported to the final exam which will now count for 40%, 45%, etc.
- Without official accommodation, late assignments will be assessed a penalty of 5% per day within a week of when it was scheduled. Failure to submit it within this time will result in 0% for the assignment in question.

COURSE CONTENT

The following grammatical concepts will be addressed in the course

I. GRAMMAR

1. Nature and function of words

2. Nouns

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

3. Adjectives

- Feminine of adjectives
- Plural of adjectives
- Particular cases
- Place of adjectives

4. Articles

- Use of articles
- Articles with mute and aspirated H

5. Verbs

- Conjugations
- Infinitif
- Present
- Pronominal verbs
- Past tenses (passé composé, imparfait, passé simple)
- Indirect discourse
- Usage and tense sequencing
- Present and past conditional
- Subjunctive
- Present participial and gerund
- Passive voice

6. Pronouns

- Relative pronouns
- Personal pronouns
- Indefinite pronouns

7. Miscellaneous structures

- Savoir /connaître.
- Il est / c'est...

9. Preposition

II. VOCABULARY

- Education
- Media
- Crimes
- Environment
- Politics
- Visual arts
- Performing arts and music
- Books and literature

III. CULTURE

Francophone culture will always be associated with the vocabulary part of the course.

For example, in order to understand what le CAPES, l'agrégation, un concours d'enseignement are, one needs to understand the French educational system. In addition, two French proverbs will be studied each week. Vocabulary and culture will always be linked to grammar, spelling, pronunciation, and overall communication. Students will discuss the cultural components in their compositions and group presentations.

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

The first grammar parts are the most important ones: verbal forms, conjugations, agreement of verbs, past participles, and adjectives. Mastering these chapters is necessary to speak and write at least at an intermediate level (B2). The last chapters are more specific and independent.

Vocabulary chapters are organized from the more general and more common, to the more specific.

What the course is not about

While there will be numerous oral activities in class, the activities will NOT always be “open”, authentic, spontaneous conversations. Instead, there will be mostly practice of certain vocabulary, grammar and structures and semi-guided conversations. These pair and group work will consist in using a structure, describing pictures, writing texts, etc. As much as possible, the exercises will simulate real communication situations. For example, when discussing crimes, students will use specific vocabulary: embezzlement, be charged with murder, first degree murder, life sentence, etc.

Native speakers and students who have strong oral skills still need to study and do the work in order to succeed in this course. The vocabulary studied in this class is more than the everyday situation language. It is more advanced and more literary, thus, often unknown. The grammar, written language and spelling can only be learned by doing the assigned work. When students were in school, the most important was often communicating a message, and little attention was given to “details” of language. At this university level, the focus of this course is communicating a message ACCURATELY, with a higher level of language.

Only once the grammar and vocabulary are acquired, will the students use them in spontaneous speech, simulating real-life situations. Groups will present topics using the vocabulary and cultural components (crimes in France or other Francophone countries, famous criminals; educational system in other countries...). The presented topics will spark the interest of students and engage them in debates and conversations.

STUDENT USE OF TECHNOLOGY IN CLASS

I welcome the use of laptops in the classroom if they are used for class related purposes. Using a computer or phone during class for personal activities such as reading or writing e-mail and text messages, surfing the web, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phone is turned off and placed inside a bag.

Weekly Organizer 3900 - 2019-2020

Q: Quiz Comp: composition HW: homework Voc: vocabulary

First semester (Sept. – Dec., 2019)

		Grammar course book 1	Vocabulary course book 2	Tests/HW	Quiz
0.5	05-Sept.	Presentation class, prof. & students	Course & modules presentation		
1	10-12 Sept.	Nature and function of words p. 9-35	Learn to learn, quizzes on owl		
2	17-19 Sept.	Verbal forms p. 37-46	Countries & prep. CB1 p.49-61		Q1
3	24-26 Sept.	Plural of animated nouns p.116-121	Voc chap 1: education p.27-48		Q2
4	1-3 Oct.	Regular feminine nouns p. 122-134	Voc chap 1: education p.27-48		Q3
5	8-10 Oct.	Regular and irr. fem. nouns p.134-144	Voc chap 2: the media p.49-64		Q4
6	15-17 Oct.	Feminine adjectives p. 145-170	Voc chap 2: the media p.49-64	Comp. 1	Q5
7	22-24 Oct.	Fem. & plural adj. p. 171-189	Voc chap 3: crime p. 65-77		Q6
8	29-31 Oct.	Place of adj. + special cases p. 190-202	Voc chap 3: crime p. 65-77		Q7
	5-7 Nov.	Reading Week			
9	12-14 Nov.	Articles p. 203-226	Voc chap 4: environment p. 81-92		Q8
10	19-21 Nov.	Infinitive p. 228-238	Voc chap 4: environment p. 81-92	Comp. 2	Q9
11	26-28 Nov.	Imp. & Present (1 st & 2 nd) p. 239- 264	TEST 1 Tues. nov. 26st	TEST 1	
12	3-5 Dec.	Present p. 265-294	The present tense		Q10
		<u>Second Semester (January - April)</u> Grammar course book	Vocabulary	Tests/HW.	Quiz
1	7-9 Jan.	Pronominal verbs (refl., rec.) p. 295-312	Voc chap 5: politics p. 93-110		Q11
2	14-16 Jan.	Passé composé p. 313-328	Voc chap 5: politics p. 93-110		Q12
3	21-23 Jan	Passé composé & imparfait p. 329-346	Voc chap 6: arts p. 111-124		Q13
4	28-30 Jan.	Indirect style + conditional p. 347-361	Voc chap 6: arts p. 111-124	Comp.3	Q14
5	4-6 Feb.	Usage and tense sequencing + past conditional p. 361-378	Voc chap 7: cinema p. 125-156		Q15
6	11-13 Feb.	Subjunctive p. 379-396	Voc chap 7: cinema p. 125-156		Q16
	18-20 Feb.	Reading Week			
7	25-27 Feb.	Present participle / gerund p. 397-406	Voc chap 8: books & lit. p. 157-172		Q17
8	3-5 Mar.	Passé simple & passive voice p. 407-432	Voc chap 8: books & lit. p. 157-172	Comp. 4	Q18
9	10-12 Mar.	Relative pronouns p. 435-441	TEST 2 – Thurs. Mar. 12th	TEST 2	Q19
10	17-19 Mar.	Personal pronouns p. 442-454	Miscellaneous		Q20
11	24-26 Mar.	Indef. pronouns & adjectives p. 455-466	<i>Savoir vs connaître, c'est /il est</i>		
12	31 Mar. - Ap.2	Prepositions p. 479-490	Prepositions + reviews		

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

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

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

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

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

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

Requests for Academic Consideration Using the Self-Reported Absence Portal

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

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

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

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such

requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

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

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

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://www.brescia.uwo.ca/academics/registrar-services/), <http://www.brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

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

Mental Health and Wellness

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

Sexual Violence

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

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
