



**FACULTY OF CREATIVE AND CRITICAL STUDIES  
DEPARTMENT OF LANGUAGES AND WORLD LITERATURES**

**2021 Winter Term 1**

***Upper Elementary French I (3)  
(FREN 103-003)***

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*The Faculty of Creative and Critical Studies acknowledges that the land on which we are situated is the unceded territory of the Syilx (Okanagan) People.*

Instructor: Stephanie Tolman  
Email: stephanie.tolman@ubc.ca  
Office hours: **Scheduled:** Monday and Wednesday, 11:00 AM-12:00 PM on Zoom\*  
**By appointment:** Write me an email or a message on Canvas

\*If an in person meeting is required, please email me to set it up

**Academic Calendar Entry**

Prepares students to understand and use sentences and frequently used expressions related to their everyday life, such as simple and routine tasks requiring a direct exchange of information. Corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR).

*Prerequisite:* French 11 or FREN 102 or CEFR Level A1.

**Course Format**

This is an **online** course.

- **Asynchronous Learning Activities**
  - The course will be structured around 4 units and will consist of self-guided modules, video content, interactive activities, exercises in the interactive textbook, and exchanges across discussion boards.
  - Students will be able to study the course material at their own pace.
- **Synchronous Learning Activities**
  - Each week, there will be a 50min conversation workshop to practice and/or reinforce the speaking and listening skills.
  - It will consist of a mixture of presentations, full group conversations, and breakout room discussions.

Students can anticipate to do 3 x 50 minutes of work each week while completing the course material (watching videos, reading lecture notes and articles, doing the exercises, completing the discussion boards, participating in the synchronous session). This does not include the time outside class dedicated to homework, quizzes, projects, midterm and the final exam.



### Learning management system

- Canvas will be used extensively. Assignments will have to be submitted through Canvas. Tests and exams will be happening on Canvas.
- Zoom will be used for conversational workshops.

### Course Overview, Content and Objectives

The teaching and the assessments are **task-based**, with 3 basic areas of action: understanding, speaking, and writing. Students will be introduced to French phonetics, grammar and vocabulary through genuine (*authentique*) genres of speech (*genre de discours*), such as advertising, maps, webpages, blogs, postcards, government forms, etc.

The French cultural content will focus on French language scripts to tell a story and situate events in the present and the past tenses; express emotion; describe housing; make comparisons; and express preferences.

### General objectives

These objectives are the same as those found in the Self-Assessment Guide provided by the Common European Frame of Reference for Languages adopted by the Council of Europe

<https://www.coe.int/en/web/portfolio/self-assessment-grid>. They correspond to a specific number of tasks that can be achieved by speakers of an intermediate level A2.

A1		A2		B1		B2		C1	C2
FREN101	FREN102	<b>FREN103</b>	FREN104	FREN122	FREN123	FREN222	FREN223		

Understanding	Listening	Students can <b>understand</b> phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can <b>catch</b> the main point in short, clear, simple messages and announcements.
	Reading	Students can read very short, simple texts. They can <b>find</b> specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and they can <b>understand</b> short simple personal letters.
Speaking	Spoken Interaction	Students can <b>communicate</b> in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going myself.
	Spoken Production	Students can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.
Writing	Writing	Students can <b>write</b> a series of simple phrases and sentences linked with simple connectors like "and", "but", and "because". They can <b>write</b> short, simple notes and messages relating to matters in areas of immediate need, such as a simple personal letter thanking someone for something.



**Learning outcomes and Contents:** These learning outcomes are a translation and an adaptation of those found in *Entre nous 2* (Maison des langues).

	Genre of speech/text	Communication skills	Grammar notions	Vocabulary	Phonetics	Cultural content
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>- Training profile</li> <li>- Press articles</li> <li>- Brochures</li> <li>- Satisfaction survey</li> <li>- Online forums</li> <li>- Conversations</li> <li>- Infographics</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about learning</li> <li>- Give one's opinion</li> <li>- Express reactions, emotions, motivations, and opinions</li> <li>- Talk about past events</li> </ul>	<ul style="list-style-type: none"> <li>- Past tense</li> <li>- Negative in past tense</li> <li>- Express reactions and emotions</li> <li>- Indirect object pronouns</li> <li>- Give one's opinion: <i>trouver que... + phrase, c'est + adjective + de + infinitif</i></li> <li>- Expressions of causation: <i>car, parce que, comme, grâce à, à cause de</i></li> </ul>	<ul style="list-style-type: none"> <li>- Hobbies</li> <li>- Training methods</li> <li>- Expressing reactions, emotions, motivations, and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Managing expression</li> <li>- Open and closed syllables</li> <li>- Opposition [e] / [ɛ]</li> </ul>	<i>Compagnons du Devoir</i> – Craft's guild
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Real estate ads</li> <li>- Classified ads</li> <li>- Maps</li> <li>- Photos and magazine texts</li> <li>- Press articles</li> <li>- Blogs</li> <li>- Survey</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about different types of accommodation</li> <li>- Describe an accommodation (rooms, furniture, and objects)</li> <li>- Locating</li> <li>- Making comparisons</li> <li>- Expressing preferences</li> <li>- Naming daily activities</li> </ul>	<ul style="list-style-type: none"> <li>- Comparatives</li> <li>- Superlatives</li> <li>- The pronoun « y »</li> <li>- Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- Lexical expressions</li> <li>- Colour adjective agreements</li> <li>- Description of accommodations</li> <li>- Expressing taste</li> </ul>	<ul style="list-style-type: none"> <li>- Finding an efficient posture</li> <li>- Concatenation</li> <li>- Opposition [ø] / [œ]</li> <li>- Feminine adjectives in [øz]</li> </ul>	Student accommodations in the A-Docks development in Le Havre
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Press articles</li> <li>- Radio shows</li> <li>- Photo comments</li> <li>- Interview</li> <li>- Social media</li> <li>- Forum</li> <li>- Testimonies</li> </ul>	<ul style="list-style-type: none"> <li>- Situating in the past</li> <li>- Describing situations in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>- Imperfect tense</li> <li>- Markers of present and past</li> <li>- Expressions of temporal continuity and discontinuity: <i>encore, toujours, ne plus, avoir arrêté de + infinitive</i></li> <li>- The subordinate with when (<i>quand</i>)</li> <li>- Adjectives and indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Historical events</li> <li>- Emotions</li> <li>- Evolutions of society</li> <li>- Social demands</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Finding one's breath</li> <li>- Opposition [o] [ɔ]</li> <li>- Rhythmic groups</li> <li>- The pronunciation of <i>plus</i></li> </ul>	The laws that changed the lives of French people
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Magazines</li> <li>- Testimonies</li> <li>- Blogs</li> <li>- Social media</li> <li>- Interview</li> <li>- Photo albums</li> <li>- Press articles</li> <li>- Anecdotes</li> <li>- Literary texts</li> </ul>	<ul style="list-style-type: none"> <li>- Asking questions about a life journey</li> <li>- Describing and telling events and situations in the past</li> <li>- Situating events in the past</li> <li>- Talking about events that can change a person's life</li> </ul>	<ul style="list-style-type: none"> <li>- Opposition past tense and imperfect tense in narration</li> <li>- Relative pronouns: <i>qui, que, and où</i></li> </ul>	<ul style="list-style-type: none"> <li>- Moments and stages of life</li> <li>- Markers of present and past</li> <li>- <i>Être en train de + infinitive</i></li> <li>- Expressions for interacting</li> </ul>	<ul style="list-style-type: none"> <li>- Voice projection</li> <li>- Lengthening of syllables</li> <li>- Opposition [e] / [ə] (past tense and imperfect tense)</li> <li>- Reading out loud</li> </ul>	Childhood Memories: Two stories



### Evaluation Criteria and Grading

90-100	A+	76-79	B+	64-67	C+	50-54	D (pass)
85-89	A	72-75	B	60-63	C		
80-84	A-	68-71	B-	55-59	C-	0-49	F (fail)

<p><b>Homework (x 4)</b></p> <p>Through the quiz function on the Canvas platform, students will complete homework for each unit in this course. The homework will help students assess their understanding of the grammar notions and vocabulary presented in each unit.</p> <p>These exercises are a mix of listening, multiple choice, true or false, and fill in the blank.</p> <p>Students may attempt each exercise <b>twice</b>. The highest score of each quiz will be submitted.</p>	10%
<p><b>Midterm (Units 1 &amp; 2) – 90 minutes</b></p> <p>There will be <u>two</u> tests on Units 1 and 2. They will be held online using Canvas Quiz.</p> <p>Test #1 (30 minutes) will include an AURAL comprehension. Test #2 (50 minutes) will include a WRITTEN production and comprehension (grammar and vocabulary).</p>	15%
<p><b>Midterm oral production</b></p> <p>The objectives of this midterm oral interaction include skills, contents and competences of Units 1 and 2.</p> <p><b>Task: simulation</b></p>	10%
<p><b>Projects: Tâches finales !</b></p> <p>These projects (final tasks) comprise a written and/or visual document (poster, slide) and a (brief) presentation. They aim at integrating the grammar and vocabulary notions seen in each unit.</p> <p>Unité 1. L'apprentissage à l'heure du numérique ! Unité 2. Déco : à vos pinceaux ! Unité 3. (R)évolutions sociales ! Unité 4. Des moments inoubliables !</p>	20%
<p><b>Unit quizzes</b></p> <p>These “flash” quizzes will include any vocabulary and grammar from the unit studied. Students will have 20 minutes to complete them. There is <b>one quiz per unit</b>. This assessment uses the Quiz function from Canvas.</p>	10%
<p><b>Final exam (Units 3 &amp;4) – 120 minutes</b></p>	20%



<p>There will be <u>three</u> tests on Units 3 and 4. They will be held online using Canvas Quiz. The final exam is scheduled to happen <u>during the exam period</u>.</p> <p>Test #1 (20 minutes) will include an AURAL comprehension. Test #2 (70 minutes) will include a WRITTEN comprehension (grammar and vocabulary). Test #3 (30 minutes) will include a WRITTEN production (grammar and vocabulary).</p>	
<p><b>Final oral production</b></p> <p>The objectives of this final oral production include skills, contents and competences of Units 1, 2, 3 and 4.</p> <p><b>Task: simulation.</b> It is scheduled to happen <u>during the exam period</u>.</p>	10%
<p><b>Participation</b></p> <p>Exchanges across discussion boards. In order to receive this mark, students must answer <u>all</u> discussion questions. Half or part marks will not be given.</p>	5%
	100%



### Required Readings and Videos

- **Premium Access Only\*: Access card *Entre Nous 2*: Livre de l'élève - EV Premium**
  - It is available on:
    - the UBC Okanagan bookstore  
<https://shop.bookstore.ubc.ca/coursebuilder.aspx>
    - the publisher website <https://espacevirtuel.emdl.fr/>
  - You will receive a PDF file with a PIN to access an online version of the textbook and online exercises by email.
  - This Premium Access is valid for 6 or 12 months.

### **OR**

- **Paper copy of the textbook *Entre nous 1* Maison des langues (Oxford Publishing) + Premium Access\* : **Package *Entre Nous 2* : Livre + Cahier + CD + EV Premium****

  - It is available on the UBC Okanagan bookstore (see link above).
  - This Premium Access is valid for 12 months.

\* This online access is **mandatory**. Your subscription allows the instructor to use online resources necessary for the delivery of the course.

The same textbook and/or online access will be used for the future iterations of FREN 103 and FREN 104.



### Complete Schedule

	Lundi	Mercredi	Vendredi	Assessments
S1		<p>8 septembre</p> <p>Présentation du cours (live class on Zoom)</p>	<p>10 septembre</p> <p><b>UNITÉ 1- Aimer apprendre</b></p> <p><b>Découverte :</b> <i>premiers regards</i> p. 18-19, #1; <i>premiers textes</i> p. 20, #2; p.21, #3</p> <p><b>Lexique :</b> les activités + p. 28, ex. 1</p> <p>Les modes d'apprentissages + p. 28, ex. 2</p> <p><b>Regards culturels :</b> les Compagnons du devoir p. 30, #10-12</p>	
S2	<p>13 septembre</p> <p><b>UNITÉ 1</b></p> <p><b>Observation et entraînement :</b> p. 22, #4; p.23, #5</p> <p><b>Grammaire :</b> le passé composé (rappel) + p. 23, ex. 1, 2, 3</p> <p>La négation au passé composé + p. 23, ex. 4</p> <p><b>Phonétique :</b> l'Alphabet Phonétique International (API)</p> <p>L'opposition [e]-[ɛ]</p>	<p>15 septembre</p> <p><b>UNITÉ 1</b></p> <p><b>Observation et entraînement :</b> p. 24, #6</p> <p><b>Grammaire :</b> les expressions de réactions et d'émotions + p. 25, ex. 1, 2</p> <p><b>Lexique :</b> les expressions de réactions et d'émotions + p. 28, ex. 3, 4</p>	<p>17 septembre</p> <p><b>Atelier de conversation (live class on Zoom)</b></p>	
S3	<p>20 septembre</p> <p><b>UNITÉ 1</b></p> <p><b>Observation et entraînement :</b> p. 25, #7</p> <p><b>Grammaire :</b> les COD (rappel)</p> <p>Les COI + p. 25, ex. 3, 4, 5</p>	<p>22 septembre</p> <p><b>UNITÉ 1</b></p> <p><b>Observation et entraînement :</b> p. 26, #8; p.27, #9</p> <p><b>Grammaire :</b> donner son avis + p. 27, ex. 1, 2</p> <p>Les expressions de la cause + p. 27, ex. 3, 4</p> <p><b>Prosodie :</b> Les syllabes p. 29</p>	<p>24 septembre</p> <p><b>Atelier de conversation (live class on Zoom)</b></p>	<p>24 septembre</p> <p>Quiz #1</p> <p>Homework for Unité 1</p> <p>Tâche finale : Projet #1</p>



S4	<p>27 septembre</p> <p><b>UNITÉ 2 – Bienvenue chez moi !</b></p> <p><b>Découverte</b> : premiers regards p.34-35 Premiers textes p. 36, #2; p. 37, #3 Phonétique : l'opposition [ø]-[œ] <b>Lexique</b> : les types de logement + p. 44, ex.1 ; trouver un logement + p. 44, ex. 7</p>	<p>29 septembre</p> <p><b>UNITÉ 2</b></p> <p><b>Observation et entraînement</b> : p. 38, #4 <b>Grammaire</b> : les comparatifs + p. 39, ex. 1</p>	<p>1<sup>er</sup> octobre</p> <p><b>Atelier de conversation (live class on Zoom) (50min)</b></p>	
S5	<p>4 octobre</p> <p><b>UNITÉ 2</b></p> <p><b>Observation et entraînement</b> : p. 39, #5 <b>Grammaire</b> : le superlatif + p. 39, ex. 2 <b>Regards culturels</b> : Vivre dans un conteneur p. 46-47</p>	<p>6 octobre</p> <p><b>UNITÉ 2</b></p> <p><b>Observation et entraînement</b> : p. 40, #6 <b>Grammaire</b> : le pronom y + p. 41, ex. 1, 2 <b>Lexique</b> : le style d'une pièce + p. 44, ex. 4</p>	<p>8 octobre</p> <p><b>Atelier de conversation (live class on Zoom) (50min)</b></p>	
S6	<p>11 octobre</p> <p><b>No class - Thanksgiving</b></p>	<p>13 octobre</p> <p><b>UNITÉ 2</b></p> <p><b>Observation et entraînement</b> : p. 41, #7 <b>Grammaire</b> : les prépositions de lieu + p. 41, ex. 3, 4, 5 ; les expressions lexicales + p. 42, ex. 1, 2 ; 42, #8 ; p. 43, #9 Les matières + p. 44, ex. 5 L'accord des adjectifs de couleurs (rappel) + p. 43, ex. 3 <b>Lexique</b> : Les meubles et les objets + p. 44, ex. 2, 3 <b>Prosodie</b> : l'enchaînement p. 45</p>	<p>15 octobre</p> <p><b>Atelier de conversation (live class on Zoom) (50min)</b></p>	<p>15 octobre</p> <p>Quiz #2 Homework for Unité 2 Tâche finale : Projet #2</p>
S7	<p>18 octobre</p> <p><b>Midterm</b></p> <ul style="list-style-type: none"> <li>• Test écrit de 50 minutes</li> </ul>	<p>20 octobre</p> <p><b>Midterm</b></p> <ul style="list-style-type: none"> <li>• Test de compréhension orale de 20 minutes</li> </ul>	<p>22 octobre</p> <p><b>Due : Production orale du midterm</b></p>	<p>22 octobre</p> <p>Midterm oral production</p>





S8	<p><b>25 octobre</b></p> <p><b>UNITÉ 3 – J’y étais !</b></p> <p><b>Découverte</b> : <i>premiers regards</i> p. 50, 51 <i>premiers textes</i> p. 52, #2 ; p. 53, #3  <b>Lexique</b> : les événements historiques + p. 60, ex. 1  <b>Observation et entraînement</b> : p. 54, #4; p. 55, #5  <b>Grammaire</b> : l’imparfait + p. 55, ex. 1, 2, 3, 4  Les marqueurs du présent et du passé (1) + p. 55, ex. 5, 6  <b>Phonétique</b> : les groupes rythmiques + p. 61, ex. 4</p>	<p><b>27 octobre</b></p> <p><b>UNITÉ 3</b></p> <p><b>Observation et entraînement</b> : p. 56, #6  <b>Grammaire</b> : les expressions de la continuité et discontinuité temporelles + p. 57, ex. 1, 2  <b>Phonétique</b> : la prononciation de <i>Plus</i> + p. 61, ex. 5, 6</p>	<p><b>29 octobre</b></p> <p><b>Atelier de conversation (live class on Zoom) (50min)</b></p>	
S9	<p><b>1<sup>er</sup> novembre</b></p> <p><b>UNITÉ 3</b></p> <p><b>Observation et entraînement</b> : p. 57, #7  <b>Grammaire</b> : la subordonnée avec <i>Quand</i> + p. 57, ex. 3, 4, 5  <b>Lexique</b> : les évolutions de la société + p. 60, ex. 5, 6  <b>Regards culturels</b> : les lois qui ont changé la vie des Français p. 62-63, #10-12</p>	<p><b>3 novembre</b></p> <p><b>UNITÉ 3</b></p> <p><b>Observation et entraînement</b> : p. 58, #8 ; p. 59, #9  <b>Grammaire</b> : les adjectifs et les pronoms indéfinis + p. 59, ex. 1, 2, 3, 4  <b>Lexique</b> : les revendications sociales + p. 61, ex.7  <b>Phonétique</b> : l’opposition [o]-[ɔ]</p>	<p><b>5 novembre</b></p> <p><b>Atelier de conversation (live class on Zoom) (50min)</b></p>	<p><b>5 novembre</b></p> <p>Quiz #3</p> <p>Homework for Unité 3</p> <p>Tâche finale : Projet #3</p>
S10	<p><b>8 novembre</b></p> <p><b>Midterm Break – No class</b></p>	<p><b>10 novembre</b></p> <p><b>Midterm Break – No class</b></p>	<p><b>12 novembre</b></p> <p><b>Midterm Break – No class</b></p>	
S11	<p><b>15 novembre</b></p> <p><b>UNITÉ 4 – Récits de vie</b></p> <p><b>Découverte</b> : <i>premiers regards</i> p.66-67, #1  <i>premiers textes</i> p. 68, #2; p. 69, #3</p>	<p><b>17 novembre</b></p> <p><b>UNITÉ 4</b></p> <p><b>Observation et entraînement</b> : p. 70, #4  <b>Grammaire</b> : l’opposition passé composé / imparfait + p. 71, ex. 1, 2  <b>Phonétique</b> : l’opposition [e]-[ə]</p>	<p><b>19 novembre</b></p> <p><b>Atelier de conversation (live class on Zoom) (50 min)</b></p>	



S12	<b>22 novembre</b>  <b>UNITÉ 4</b>  <b>Observation et entraînement :</b> p. 70, #5 <b>Grammaire :</b> les marqueurs du présent et du passé (2) + p. 71, ex. 3 <b>Lexique :</b> les étapes et les moments de la vie + p. 76, ex. 1, 2, 3, 4 <b>Regards culturels :</b> Deux enfances p. 78-79, #10-12	<b>24 novembre</b>  <b>UNITÉ 4</b>  <b>Observation et entraînement :</b> p. 72, #6; p. 73, #7 <b>Grammaire :</b> Être en train de + infinitif + p. 72, ex. 1 <b>Lexique :</b> les expressions pour interagir + p. 73, ex. 2, 3 Exprimer les émotions + p. 76, ex. 5, 6, 7	<b>26 novembre</b>  <b>Atelier de conversation (live class on Zoom) (50 min)</b>	
S13	<b>29 novembre</b>  <b>UNITÉ 4</b>  <b>Observation et entraînement :</b> p. 74, #8 ; p. 75, #9 <b>Grammaire :</b> les pronoms relatifs + p. 75, ex. 1, 2, 3, 4, 5	<b>1<sup>er</sup> décembre</b>  <b>UNITÉ 4</b>  <b>Prosodie :</b> l'allongement de la syllabe + p. 77, ex 2 Lire à haute voix + p. 77, ex. 5	<b>3 décembre</b>  <b>Atelier de conversation (live class on Zoom)</b>	<b>3 décembre</b>  Quiz #4  Homework for Unité 4  Tâche finale : Projet #4
S14	<b>6 décembre</b>  <b>No class</b>			
<b>Période d'examens (du 11 au 22 décembre)</b>		<ul style="list-style-type: none"><li>• Test de production écrite, de compréhension écrite et de compréhension orale de 120 minutes</li><li>• Une production orale finale</li></ul>		



## **Expectations, Responsibilities, and Course Policies**

- **Expectations**

By enrolling in this course, students are expected to:

- dedicate enough time to fully complete all learning component,
- regularly attend ateliers de conversation sessions and come to class prepared,
- actively participate in-class to gain fluency and improve their skills,
- complete their assignments in a timely and honest fashion,
- familiarize themselves with the course objectives, content, Canvas and Espace Virtuel platforms, and completion date of assignments and exams.

- **Late assignments**

All assignments must be submitted on the day that they are due. The instructor reserves the right to refuse late assignments. If accepted, late assignments will receive a penalty of 10% per day (including weekends). No assignment will be accepted once the answers to it have been given or discussed in class.

- **Missed tests, assignments, and exams**

Missed work will normally receive a grade of zero unless there is a documented medical or compassionate reason to justify rescheduling the item that was missed. It is the students' responsibility to contact their instructor as soon as possible should they need such accommodation. The excuse of forgetfulness will not be accepted. The final exam is not rescheduled unless for reasons outlined in the Academic Calendar.

## **Final Examinations**

The examination period for Term 1 of Winter 2021 is December 11 to December 22, inclusive. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 27-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

## **Aboriginal Programs and Services**

The primary goal of the Aboriginal Programs and Services is to provide culturally appropriate services and support to First Nation, Metis and Inuit students. Please contact us if you have any questions or inquiries. Web: <http://students.ok.ubc.ca/aboriginal/welcome.html>

## **International Programs and Services**

International Programs and Services (IPS) provides advising, transition services and programs for international students, and IPS works to foster an intercultural campus community where differences are embraced and respected and adapting is multidirectional. In response to COVID-19, International Program and Services have put together a page with important resources and frequently asked questions regarding immigration and health insurance. Web: <http://students.ok.ubc.ca/international/welcome.html>

## **Academic Integrity**



The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at:

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

And on the FCCS site here: <https://fccs.ok.ubc.ca/student-resources/academic-integrity/>

### **Student Learning Hub**

The Student Learning Hub (LIB 237) is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include **tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies**. For more information, please visit the Hub's website (<https://students.ok.ubc.ca/student-learning-hub/>) or call 250-807-9185.

### **Academic Integrity Matters (AIM) Program**

AIM is a program that provides help with academic integrity (AI) issues for undergraduate and graduate students. Please contact the Student Learning Hub (<https://students.ok.ubc.ca/student-learning-hub/>) and ask specifically for an AIM appointment.

### **Library Information**

The **Library** is available for research support and can be accessed [here](#).

### **UBC Okanagan Disability Resource Centre**

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you require academic accommodations, please contact the Disability Resource Centre located in the University Centre building (UNC 214).

General inquiries or students new to the DRC can reach us by emailing [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)

Web: <http://students.ok.ubc.ca/drc/welcome.html>

### **UBC Okanagan Equity and Inclusion Office**

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO (UNC 216).

Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.equity.ok.ubc.ca](http://www.equity.ok.ubc.ca)



### **Health & Wellness**

Health and Wellness offers a range of student health and wellness services, including a health clinic, counsellors, and health promotion programs. Students are encouraged to stay at home if they have a minor or communicable illness (such as flu-like symptoms) to prevent further spread of illness to other students, staff, or faculty. If students are too ill to attend class, the student should contact the instructor immediately and submit a “Self Declaration of Absence Due to Illness or Injury” form: [Student Declaration of Absence Due to Illness or Injury \(PDF\)](#)

Please note: Use of the self-declaration form during the final exam period is not accepted—students are advised to communicate directly with their instructor if they are sick and unable to write final examinations. This declaration is not an exemption from any exams, papers, or projects that were missed during the time of absence and does not modify any academic obligations.

If students would like to access a UBC physician, nurse or counsellor, please call our office at 250 807-9270 or visit our website: <https://students.ok.ubc.ca/health-wellness/>  
The UBC Student Assistance Program (SAP) is a free, 24/7 wellness resource for students. Services include personal counselling, life coaching, group programs and more, based on your needs: <https://students.ok.ubc.ca/health-wellness/student-assistance-program/>

### **FCCS Communications Portal**

Consider signing up for our FCCS Communications portal for students in our undergraduate and graduate programs in Canvas.

This one-stop space will be used to keep students informed and up to date with important information related to your academic matters as well as updated on FCCS and campus events.

Self enrol: <https://canvas.ubc.ca/enroll/3KBYFY>

## **SAFEWALK**

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250.807.8076. For more information, visit: <http://security.ok.ubc.ca/welcome.html>*