



**Department of French Studies**  
**French 3265B - Bridging University & French 2<sup>nd</sup> Language Classrooms**  
**Winter 2026**

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**French 3265B - Bridging University & French 2<sup>nd</sup> Language Classrooms**

**Course Location:** UC 1110  
**Course Day/Time:** Wednesday 5:30-8:30 pm  
**Format:** In person  
**Antirequisites:** None  
**Prerequisites:** Two 0.5 credits from French 2605F/G, French 2606F/G, French 2805A/B, French 2806A/B, French 2905A/B, French 2906A/B, French 2907A/B.

**Extra Information:** 3 lecture hours.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this 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 prerequisites.

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**Instructor:**

Name: Nadine de Moras  
E-mail: ndemora@uwo.ca  
Office: UC 2121  
Phone number: 519-661-2111 Ext. 28277

Office hours: Tuesday 3:30-4:30 pm  
Wednesday 4:30-5:30 pm (one hour before class)  
Thursday 2:30-3:30 pm

+ Appointments, which can be in person or on Zoom depending on students' availability

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**Office hours**

Office hours are to discuss what was not clear in the course, or in the textbook, to discuss grades and comments about evaluations, or to discuss any other issue related to the course. Office hours are not intended for catching up on missed classes. If you miss a class, you may ask fellow students for additional information.

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## Current calendar course description

This course provides students with an introduction to teaching French as a second language. In addition to learning through assisting in the classroom students will participate in a weekly seminar with a qualified French instructor to reflect critically on their experiences.

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## Course description

French 3265B addresses the needs of students who intend to teach a second (FSL, ESL), or a foreign language. This course provides you with an overview of the teaching profession. You'll experience the joys and challenges of this profession as you reflect on and discuss various issues related to teaching. In addition to develop your knowledge and skills by reading and reflecting on educational issues, you will reflect on and practice these concepts during class activities. Weekly readings will prepare you for class discussions on topics such as effective teaching, classroom management and how to foster responsible and appropriate student behavior. In-class activities will help you develop concepts from the textbook, get used to working in groups and making oral presentations.

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## Learning Outcomes / Course Objectives

Upon successful completion of this course, students will be able to:

- Keep abreast of recent principles and current practices in education.
  - Understand, master and use general concepts of education and classroom management.
  - Understand aspects of the day-to-day reality of the teaching profession.
  - Develop strategies for a wide range of situations (students with special needs, different levels, discipline issues, developing learners' potential...).
  - Be prepared to teach in the classroom (be comfortable with teaching techniques and methods, and a variety of activities).
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## Required Text:

Michelle Cummings & Julia G. Thompson (2024). *The First-Year Teacher's Survival Guide: Ready-to-Use Strategies, Tools & Activities for Meeting the Challenges of Each School Day*. **5<sup>th</sup> Edition**.

Jossey-Bass. ISBN13 – 9781394225538      Printed book: \$41.99      Ebook: \$28.00

[https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024B&courses%5B0%5D=200\\_UW/FRE3265B](https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024B&courses%5B0%5D=200_UW/FRE3265B)

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## Methods of Evaluation

The overall course grade will be calculated as listed below:

- Attendance and class participation.	10%
- Weekly quizzes (at home, multiple choice)	20%
- 2 tests on the weekly readings from the textbook (2 X 20%)	40%
- Activities to illustrate a chapter of the textbook in groups of 3-4.	10%
- Final reflective work (answering questions) in class.	20%
	<b>There is no final exam</b>

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## Course Schedule

	Dates	Course Content	Evaluations
1	7 January	Introduction class, students Textbook pp. 1-33 (33 p.)	Quiz 1 (with Vocabulary 1)
2	14 January	Textbook pp. 35-84 (47 p.)	Quiz 2 (with Vocabulary 2)
3	21 January	Textbook pp. 85-124 (39 p.)	Quiz 3 – (with Vocabulary 3) <b>Presentation 1</b>
4	28 January	Textbook pp. 125-160 (35 p.)	Quiz 4 – (with Vocabulary 4) <b>Presentation 2</b>
5	4 February	Textbook pp. 161-194 (33 p.)	Quiz 5 – <b>Presentation 3</b>
6	11 February	Textbook pp. 195-221 (26 p.)	Quiz 6 <b>TEST 1 (p. 1-221) + vocabulary 1-4</b>
	16-20 Febr.	<b>Reading week</b>	
7	25 February	Textbook pp. 223-255 (32 p.)	Quiz 7 – <b>Presentation 4</b>
8	4 March	Textbook pp. 257-310 (53 p.)	Quiz 8 – <b>Presentation 5</b>
9	11 March	Textbook pp. 313-351 (37 p.)	Quiz 9 – <b>Presentation 6</b>
10	18 March	Textbook 353-374 (21 p.)	Quiz 10 – <b>Presentation 7</b>
11	25 March	Textbook 375-416 (41 p.)	Quiz 11 – <b>Presentation 8</b>
12	1 April	Reviews of course content + vocabulary of education	<b>TEST 2 (p. 223-416) + vocabulary 1-4</b>
13	8 April	Textbook 417-439 (22 p.) Textbook 440-452 (12 p.)	<b>Reflection paper in class</b>

### Due dates

**- Weekly quizzes are done on Tuesdays at home, one day before class, except quiz 1.**

Quiz 1 – January 09	Quiz 2 – January 13	Quiz 3 – January 20
Quiz 4 – January 27	Quiz 5 – February 03	Quiz 6 – February 10
Quiz 7 – February 24	Quiz 8 – March 03	Quiz 9 – March 10
Quiz 10 – March 17	Quiz 11 – March 24	

**- Group presentations: Activities correspond to a chapter of the textbook; the number of members of the group depends on the number of students in the class, and the number of pages to present.**

Presentation 1 – January 21	Textbook pp. 85-124 (39 p.)
Presentation 2 – January 28	Textbook pp. 125-160 (35 p.)
Presentation 3 – February 04	Textbook pp. 161-194 (33 p.)
Presentation 4 – February 25	Textbook pp. 223-255 (32 p.)
Presentation 5 – March 04	Textbook pp. 257-310 (53 p.)
Presentation 6 – March 11	Textbook pp. 313-351 (37 p.)
Presentation 7 – March 18	Textbook 353-374 (21 p.)
Presentation 8 – March 25	Textbook 375-416 (41 p.)

- Test 1 – February 11                      Test 2 – April 1<sup>st</sup>                      Final reflective work – April 09

### **Attendance (10%)**

The students' attendance and participation are essential to their learning in this course, as we discuss and practice textbook information. Students who have missed more than 25% of the classes are unlikely to remember the material and succeed in the tests. Students need to come to class prepared, having completed the assigned readings and quizzes. Please do not email me if you miss a class: I take regular attendance, therefore if you're not here, I already know. I will not answer emails sent for the sole purpose of giving me such notice, even if it's advance notice.

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### **Weekly Online Quizzes (20%)**

Quizzes (2% each) are due on Tuesdays, one day (24hrs) before each class, at 5:00 pm, in Brightspace. Students are expected to read and learn most of the material before coming to class. All the information to be learned is clearly explained in the textbook. The quizzes encourage students to do their homework and come to class well prepared, so that they can participate in class activities. The quizzes test the students' preparation, assiduity and understanding of the material. The format of the online quizzes are multiple choices. They cannot be done later, even with accommodation. If you find a mistake in the quizzes, the first student to contact me and signal the mistake will receive an additional 2 points for that quiz.

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### **2 Tests (2 X 20%= 40%)**

The tests (on Brightspace) assess understanding and mastery of the main concepts studied in the textbook and discussed in class up to that point. Some questions were discussed or presented in class; others were important points from the textbook we did not have time to cover. The tests will be online, done in class. Students need to bring their laptop for these tests. No notes, documents or devices are allowed.

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### **1 Group presentation of a chapter (10%)**

The dates and content of the presentations correspond to the information indicated in the Course Schedule. For example, presentation 1 is done on January 21 and illustrates pages 85-124 of the textbook.

You will NOT present the content of the chapter. The instructor will do it. You will organize activities to illustrate and practice the content of a chapter of the textbook in groups of 2 to 4 (depending on the number of students enrolled in the course, and the number of pages to present). You will engage the class with discussion topics and activities that put the concepts into practice, rather than explaining them (they're quite clear in the textbook). The presentation grading rubric is available on Brightspace.

The professor will present the information, then students will organize activities to illustrate and practice the new information. For your presentation, you can have Kahoots, short videos, film passages followed by questions, questionnaires, roadmaps; you can have real life scenarios in which the class pretends to be students, you can make your own videos, anything you want... The most important thing is to get the class thinking and participating, and that by the end of the activities (which should last between 20-40 minutes), the students have memorized and internalized the important information. The duration of the presentation is not an issue. It can be more or less, for as long as the content of the chapter is clearly illustrated with useful activities.

The activities will be evaluated not on how "fun" they are, but how effective they are.

Since the quality of French counts for 20% of the mark (10% for written and 10% for oral), you'll use spellcheck for each slide and written document. You can use various tools to listen to words or text to practice pronunciation. You can practice saying alone multiple times what you intend to say in class. We will organize the presentations the first week of class. On January 14, we will finalize the last details in class. I'll register the students who didn't sign up in the missing spots, thus imposing on you dates, topics and people to work with. If students are unable to present on the planned day, they will have 0 unless they have official accommodation. In this case, the grade will be reported on the tests.

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### **The final reflection (20%)**

The reflective journal has several purposes. It allows you to reflect on what you've learned in this course and during your personal experience, and to make the connection between the theory in the textbook and classroom discussions and activities. It's also intended to organize your feelings, and highlight what interested you most, surprised you, etc

This reflection paper will be done in class, no notes are allowed. In order to guide you in your reflection, you will be given questions in advance. You will have a choice of questions.

You'll be graded on content and relevance based on what we've studied, organization, precision (references to the textbook) and language. You must refer to the concepts in the book. The quality and precision of French, will also be graded. You'll find the correction grid on Brightspace, in resources. If you did not take this course already, I recommend you to take the writing course 2907A/B as it will help you in all your classes, included this one, in particular for this writing activity.

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### **Brightspace**

All course material will be posted to OWL: <https://westernu.brightspace.com/>

Students are responsible for checking their UWO emails and the course Brightspace site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL Brightspace site, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk. <https://wts.uwo.ca/helpdesk/> They can be contacted by phone at 519-661-3800 or ext. 83800.

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### **Technical Requirements**

This course requires you to have a reliable internet connection and a computer that meets the technical requirements for accessing the course outline, and to write the tests in class.

The use of laptops (or tablets) is allowed in class for note-taking purposes only, but not necessary.

### **Electronic Devices**

Cell phones or other devices are NOT permitted in class or on tests and exams. If you have valid reasons to use your phone in class, please come talk to me at the beginning of class or at the beginning of the term. No aids are permitted for the tests.

### **Use of Generative Artificial Intelligence (AI)**

In this course, the use of AI tools/software/apps (automatic translation tools, grammar checkers, ChatGPT... or other) can be used to improve the quality of the language used in the group presentation. If AI use is suspected for something other than the language, the instructor will ask for

research notes, rough drafts, and other materials used in preparing the assignment. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them. You may be asked to redo the whole assignment in front of the instructor.

Note that the use of AI for the content of this assignment may not be very useful for your presentation, since activities must be clearly related to the textbook. Moreover, when I evaluated AI suggestions, I was not very convinced of their validity.

No documents and no device are permitted during the tests and reflection paper.

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### **Academic Accommodation and Accessible Education**

**Academic Accommodation** is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>.

Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. “Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students” <http://academicsupport.uwo.ca/accessibleeducation/index.html>

**Note:** For this course, there is no need to explain that you have accommodation, and you need extra time for quizzes. Students do not need any extra accommodation for quizzes as they are not timed. Students can take as much time as they need and the submission deadlines for quizzes already include flexibility in the form of numerous days of possible submission within the deadline period.

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### **Accommodation for this course**

#### **Accommodation for quizzes - 24-hour grace period for quizzes**

All quiz deadlines include an automatic 24-hour grace period. If you are unable to meet the original deadline (Tuesdays, at 5:00 pm), you have an additional 24 hours (at the latest on Wednesdays at 5:00 p.m., right before class) to submit your quiz without requiring academic consideration, instructor permission, or incurring a late penalty. There is no limit on the number of quizzes for which you can use this grace period. If you need extra time within this 24-hour window, take it. However, late submissions beyond the grace period will not be accepted.

Please keep in mind that the 24-hour grace period applies **only to quizzes** and does not extend to other assessments.

The submission deadlines for quizzes already include flexibility in two forms:

1. The 24-hour grace period.
2. The early availability of quizzes, and the possibility of submitting the quizzes well in advance.

In case students are granted accommodation by an academic advisor (with the instructor's agreement), please see the course accommodation below.

With accommodation	Without accommodation
<p><b>Quizzes</b> The quizzes cannot be done later. The missed quizzes will be reported on the tests.</p> <p><b>Attendance and participation</b> Students can miss one class without penalty and without accommodation. After the 2<sup>nd</sup> missed class, the missed classes (attendance grade) will be reported on the test.</p> <p><b>Tests</b> With accommodation, the make-up test will be redone within one week.</p> <p><b>Group Presentation</b> For the missed presentation the grade will be reweighed on the tests.</p> <p><b>In-class final reflection paper (answering questions)</b> The final reflection paper can be redone up to 5 days after the due date.</p>	<p><b>Quizzes</b> Students will receive a 0 for the missed quizzes. The quizzes cannot be done later.</p> <p><b>Attendance and participation</b> Students can miss one class without penalty and without accommodation. After the first missed class, each missed class will withdraw 0.28 points for each missed hour (0.84 for each missed class) from the attendance grade.</p> <p><b>Tests</b> Without accommodation, the missed test will be given the grade 0.</p> <p><b>Group Presentation</b> The group presentation cannot be redone or reweighed. The missed presentation will be given the grade 0.</p> <p><b>Final reflection paper (answering questions)</b> The missed reflection paper will be given the grade 0.</p>

**Even with accommodation, quizzes cannot be submitted later** than the end of the period of flexibility (after the 24-hour grace period) as students are given access to the quizzes answers after they are completed, and quizzes are blocked after the deadline.

All academic consideration requests must include supporting documentation.

### Course Expectations and Responsibilities

- Students are expected to arrive on time to class, stay the whole class and actively participate in the class activities. If they expect to be late on a regular basis, they should let me know.
- Students are expected to come to class fully prepared: having read the coursebook, all of which is clearly explained in the syllabus, in addition to the weekly quizzes and to come to class with their coursebooks or have access to the coursebook on a tablet.
- If students are going to be absent for one class, they should NOT contact me. However, if they are absent for an extended period of time, or drop the course, they are expected to let me know.
- Please note that being a native speaker, an immersion student, or having attended a French first-language school does not guarantee a high grade in this course. In this course, accuracy is evaluated more than fluency. Final grades reflect the quality and consistency of personal work completed throughout the term rather than a student's initial language level.

- Students are responsible for completing all assigned work each week, including quizzes. There are opportunities to improve grades during the term, but **no extra work will be offered at the end of the course to compensate for missed assignments or low marks**. Final grades are based solely on the work completed during the academic term.

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### **Communication with the Instructor**

When contacting the professor, students are expected to be respectful and professional. Emails should be written using "vous", addressed with the correct professor's name (Madame de Moras), sent from the student's UWO email, and include the student number, especially for serious matters.

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### **General information about missed coursework**

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

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### **Additional Statements**

#### **Academic Offences**

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

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>.

#### **Policy on Accommodation for Religious Holidays**

Students should review the [policy for Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but **not later than two weeks** prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm. Religious Accommodation requests for final exams should be submitted via the Student Absence Portal.

#### **Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an

opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

## **Support Services**

### **Academic Advising**

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: <https://registrar.uwo.ca/facultyacademiccounselling.html>

### **Mental Health Support**

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

### **Gender-based and sexual violence**

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

<https://www.uwo.ca/health/studentssupport/survivorsupport/get-help.html> .

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

### **USC**

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

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### **Copyright and intellectual property**

PowerPoint lecture slides and notes, in-class activities, assignment guidelines, quizzes 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 an action may be considered a Code of Conduct violation and lead to sanctions.

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