



**French 3894B - French Pronunciation I**  
**Professor: Dr. Nadine de Moras**  
**January – April 2019**

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**CURRENT CALENDAR COURSE DESCRIPTION**

This course introduces students to the analysis of the sound system of the French language and the differences between the English and the French phonetic systems. Students will learn to identify and adjust non-native patterns of pronunciation through comparative analysis, listening exercises, phonetic transcriptions, pronunciation practice in class and recordings.

3 lecture hours, 0.5 course.

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**COURSE DESCRIPTION**

French 3894B addresses the needs of students who seek to improve their French pronunciation. We will analyze aspects of standard French phonetics such as intonation, syllable stress, pronunciation of final consonants, linking, phoneme deletions, assimilations, sociolinguistic variation and the International Phonetic Alphabet (IPA).

This course will provide students with ample practice, both in and out of class. In class, we will practice pronunciation with numerous exercises, reading aloud, listening, repeating, dictations, phonetic transcriptions, etc., compare French pronunciation from different countries (France, Quebec, Belgium...), and discuss similarities and differences existing between French and English.

At home, students will listen to sound files each week, in order to train their ears. They will prepare four recordings for which they will receive precise feedback on how to improve their own pronunciation. Finally, students will present a French pronunciation lesson and practice how to teach French to non-native speakers.

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**COURSE PREREQUISITE**

French 2900 or permission of the Department. No background in linguistics is necessary.

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**HOURS PER WEEK**

Thursday      5:30 - 8:30 p.m.                      BR 204

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**PROFESSOR**

**Name:** Dr. Nadine de Moras

**Office:** UH 311

**Tel.:** 519-432-8353, ext. 28277

**E-mail:** [ndemora@uwo.ca](mailto:ndemora@uwo.ca)

**Office hours:** Tuesday              12:30 – 1:30

Thursday              12:30 – 1:30

Thursday              4:30 – 5:30

**+ Appointments**

## COURSE MATERIAL

### Required Texts

— Custom Course Book **French 3894A - January 2019** - Nadine de Moras (to be announced in class).

### Recommended

— Collins-Robert large French-English/English-French Dictionary

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## MARKS DISTRIBUTION 1 (**NO** final exam)

— Attendance and participation	10%
— Listening / Discrimination exercises on Sakai	10%
— 4 (in class) phonetic transcriptions (4 x 2.5%)	10%
— 4 recordings (4 x 12.5%)	50%
— 1 group assignment	10%
— 1 Oral presentation (microteaching)	10%

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## COURSE OBJECTIVES

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

- Evidence knowledge and understanding of first and second language acquisition of pronunciation.
  - Identify, summarize, and explain the main concepts of French pronunciation.
  - Apply the pronunciation concepts presented in class, through ample in-class oral practice, out of class practice of sound files exercises and recordings, feedback from a native speaker on their recordings.
  - Analyze the difficulties and needs of students who learn a second/foreign language pronunciation.
  - Demonstrate and apply all the above to their own teaching, by presenting a second/foreign language pronunciation lesson in class.
  - Demonstrate and apply all the above by explaining various pronunciation concepts and case studies during in-class discussions, group assignment, tests and exams.
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## BRESCIA COMPETENCIES

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

### 1. Demonstrate Communication competency:

- Understand subtle nuances of pronunciation (intonation, stress, linking), and use accurate pronunciation to communicate effectively.
- Follow the conventions and techniques of the discipline (pause and hesitation techniques, master the pronunciation rules of standard French).
- Recognize pronunciation from different Francophone countries and provinces; exchange information and meaning across cultures; identify sociolinguistic variation connotations and prejudice stereotypes.

### 2. Demonstrate Critical Thinking competency:

- Engage in critical thinking by the rational and informed exploration of one's ideas, preconceived ideas, impressions, and reactions to someone's way of talking before accepting or formulating a conclusion.
- Discuss and evaluate the enduring problems in second language pronunciation, and second language pronunciation teaching, and analyze the difficulties and needs of children and adults learning a second language pronunciation.
- Demonstrate and apply all the above to their own teaching, by evaluating a non-native recording in French pronunciation and providing feedback using the phonetic alphabet.

### **3. Demonstrate Inquiry and Analysis competency, and Problem Solving competency:**

- Evidence knowledge and understanding of first and second language pronunciation acquisition.
- Identify, summarize, and explain the main concepts of French pronunciation.
- Identify and explain the main differences between French and English pronunciation.
- Reach informed decisions about one's personal pronunciation skills, or someone else's pronunciation skills, by breaking down complex issues (foreign accent), exploring evidence and describing facts (pronunciation of consonants, vowels, final consonants, intonation, stress, linking, drop of certain phonemes, and assimilations), for the development of pronunciation teaching strategies.
- Find strategies and use class lessons and feedback; develop detailed problem statement incorporating most relevant contextual factors to improve pronunciation.
- Identify the components of a pronunciation lesson (while teaching a French language pronunciation lesson in class).
- Identify the problems which occur while teaching pronunciation (by observing peers teaching a lesson, and reading the feedback provided by the professor).
- Use knowledge and experience, and find strategies to teach effectively second language pronunciation.

### **4. Demonstrate Self-Awareness and Development competency**

- Accurately assess one's own emotional strengths and weaknesses, and reflect on the experience of emotion when self-monitoring during a pronunciation task, or while practicing with peers in class.
- Evaluate and respond appropriately to criticism and feedback, and to one's own emotional strengths and weaknesses; perceive adversity as an opportunity for growth, while being provided with constructive feedback for recordings, and oral and written presentations and assignments.
- Analyze one's own performance and monitor progress toward goals; pursue independent educational experiences by seeking pronunciation analysis situations (listening to the radio, songs, talking with native speakers or volunteering in schools).

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### **ATTENDANCE & CLASS PARTICIPATION (10%)**

Attendance and participation are very important in this course because productive use of class time ensures that students practice all concepts, and receive feedback before graded assignments. This is also an opportunity to discuss group work. If students do not come to class, they do not benefit from the practice.

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### **LISTENING EXERCISES ON SAKAI (10%)**

If students want to improve their oral productions, they first need to have an auditory memory of items and structures. A most effective way to improve oral productions is to listen to targeted phonetic structures. In order to train their ears, students need to pay close attention to subtle differences between phonemes and between various phonetic structures (intonation, stress, linking, etc.), until the differences and nuances become familiar and automatic. Students are required to listen to sound files, and identify what they are hearing by doing exercises on Sakai.

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### **RECORDINGS (4 X 12.5% = 50%)**

The recordings reflect the mastery of what was studied and practiced in class, and the work the students did by listening to sound files each week. The recordings evaluate pronunciation accuracy, which requires students to practice phonetics regularly, and practice individually with the instructor if need be.

## **PHONETIC TRANSCRIPTIONS (4 X 2.5% = 10%)**

Students need to master the IPA (International Phonetic Alphabet) to transcribe written French in the symbols of the IPA phonetic system. Once the IPA is mastered, they will be expected to use it to evaluate what they can hear. In-class phonetic transcriptions reflect what the students have learned and identify what the students need to work on. Mastering IPA is necessary in order to understand, name and discuss all areas of phonetics. One cannot read an article, discuss a problem or fully understand an instructor's oral lessons without having first mastered IPA. IPA is the basic tool to read, understand and describe phonetics, and oral production. In order to practice the students' competencies in IPA, there will be 4 graded phonetic transcriptions, and a number of others which will not be graded.

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## **1 GROUP RECORDING EVALUATION (10%)**

In a group of at least 3 participants, students will evaluate the recording of a non-native speaker and will use IPA to identify inaccuracies. They will circle the inaccurately pronounced phonemes and indicate incorrect intonation patterns, stress and linking. They will transcribe in the IPA the incorrect phonemes, and write a correction of what it should be (the accurate pronunciation) in IPA.

The aims of this assignment are:

- To give students an opportunity to practice the concepts which have been studied in class.
- To lead students to listen attentively to non-native speakers, with a view to evaluating the differences between native and non-native pronunciation.
- To give students an opportunity to practice teaching pronunciation (as evaluating someone's performance is part of teaching, as is advising students' strategies to improve).
- To give students experience, and confidence about their ability to evaluate a non-native production of French pronunciation.

The main components which will be graded are: content, noticing details, appreciation of the problematic areas, organization, and quality of students' remarks.

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## **1 LESSON PRESENTATION (MICROTEACHING = 10%)**

Students will choose one aspect of the course and present it as if they were teaching a lesson to a real class. The purposes of this assignment are to provide repetitions of certain concepts, presented in a different way, and to provide students with experience with teaching a real pronunciation lesson. The lesson will last a maximum of 15 minutes.

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## **MISSED OR LATE WORK POLICY**

1. A student who misses a test or an assignment should contact the instructor by e-mail as soon as possible: [ndemora@uwo.ca](mailto:ndemora@uwo.ca)
  2. For any assignment or test worth 10% or more of the final grade, students must submit documentation and contact an academic advisor in order to obtain an official accommodation recommendation from the academic advisor.
  3. Without an official accommodation recommendation, a 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. Students must consult with the professor, and a prior permission must be obtained before the due date of the late assignment.
  4. Late assignment must be submitted **in class** (not by e-mail, not under the professor's door, etc.).
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## **USE OF ELECTRONIC DEVICES**

Laptops may be used in class, if they help students to work more efficiently, but they are not necessary. Cellular phones are forbidden in class.

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### **NOTE**

Please note that the information on this page is tentative; the official version of the course outline will be available at the first class.

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## **2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation 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. 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. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Please note that 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.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](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 (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.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](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](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, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can 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](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/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

### **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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **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/>.

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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.