



Department of French Studies
French 3894B - French Pronunciation 1
Winter 2025

French 3894B - French Pronunciation 1

Course Location: P&AB-34

Course Day/Time: Mondays 12:30-2:30 pm
Wednesday 12:30-1:30pm

Format: In person

Antirequisites: None

Prerequisites: French 2900 (or equivalent: 1.0 credit from 2905A/B, 2906A/B, or 2907A/B) or permission of the Department. No background in linguistics is necessary.

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.

Students must use their Western (@uwo.ca) email addresses when contacting their instructors.

Instructor:

Name: Nadine de Moras

E-mail: ndemora@uwo.ca

Office: UC 2121

Phone number: 519-661-2111 Ext. 28277

Office hours: Monday 2:30-3:30

Wednesday 1:30-2:30 + Appointments

Can be in person or on Zoom depending on students' availability

Office hours

Office hours are to discuss what was not clear in the course, or in the coursebook, to discuss grades and comments about the midterm or assignments, 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 can find the PowerPoint presentations on OWL Brightspace, all the details in the custom course book, and you may also ask fellow students for additional information.

Current calendar course description

French 3894B 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.

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 practice, both in and out of class. During Class meetings, we will practice pronunciation with numerous exercises, reading aloud, listening, repeating, dictations, phonetic transcriptions, etc., compare French pronunciation from different countries (France, Quebec, etc.), and discuss similarities and differences existing between French and English. At home, students will listen to sound files, in order to train their ears and have an auditory memory of the new items and sequences. They will prepare three recordings for which they will receive precise feedback on how to improve their own pronunciation. Students will choose the fourth assignment: either do a recording or evaluate, in group, a non-native recording thus practicing the phonetic concepts studied in class, using the phonetic alphabet to explain what is inaccurately pronounced. In order to study the bases of pronunciation and the main exceptions in one half course, there is a fast pace. This is why students need to study the material before class, so that it is not completely new when the concepts are presented and practiced in class, and when doing the quizzes.

Learning Outcomes / 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 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 mastery of the International Phonetic Alphabet (IPA), by doing phonetic transcriptions and using IPA to evaluate a non-native recording.
 - Apply all the above by explaining various pronunciation concepts and case studies during in-class discussions, the group assignment (if students chose that one), quizzes and recordings.
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Texts and Materials

Required Texts:

- Sound files to be downloaded from Brightspace (details to be explained in class).
- Custom Course Book French 3894B - Nadine de Moras - 2025.

Printing cost = \$14. With your own printer (basic model, toner \$131 including tax for 3000 pages).

Free if you access the coursebook on your laptop or tablet on Brightspace.

Methods of Evaluation

The overall course grade will be calculated as listed below:

— Attendance and participation	10 %
— Quizzes	20%
— 3 recordings (3 x 15%)	45%
— Selected assignment (students choose 1 assignment out of 2)	15%
— 1 group presentation about French in the world or pronunciation lesson	10%

There is no final exam.

Course Schedule

	3894B	Weekly Organizer – Winter 2024	Tests and assignments
1	January 6-8	Introduction to the course, professor, and students. Introduction to basic concepts, terminology p. 5-12 Phonetic alphabet and definitions p. 13-26 Conversations, pauses and interruptions p. 27-31	Quiz 1 – Jan. 09
2	January 13-15	Syllable stress p. 33-41 Vowels 1 p. 59-82	Quiz 2 – Jan. 13
3	January 20 - 22	Intonation p. 43-58 Vowels 2 p. 83-99	Quiz 3 – Jan. 20
4	January 27 - 29	Vowels 3 p.100-119	Quiz 4 – Jan. 27 Recording 1- Jan. 29
5	February 3-5	Consonants p. 121-154	Quiz 5 – Feb. 03
6	February 10-12	Final consonants p. 155-178	Quiz 6 – Feb. 10 Recording 2 - Feb. 13
	February 17-19	Reading Week	
7	February 24-26	Exceptions, numbers and borrowed words. p. 179-192	Quiz 7 – Feb. 24
8	March 3-5	Linking (enchaînements) p. 193-208	Quiz 8 – March 03 Recording 3 - March 06
9	March 10-12	Linking (liaisons) p. 209-226	Quiz 9 – March 10
10	March 17-19	H (mute and aspirated) p. 227-248 Mute e (and schwa deletion) 249-253 Assimilations and phoneme deletions p. 255-266	Quiz 10 – March 17 Selected assignment March 19 1. Recording 4 2. (Group) peer- evaluation of recording
11	March 24-26	French in the world - pronunciation variation p. 267-281	Group presentations (1, 2, 3)
12	March 31 - April 2	Teaching French pronunciation p. 283-294	Group presentations (4, 5, 6)

Due dates

- Weekly quizzes are due on Mondays, at 12:00pm. (before classes begin)

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	

- Recordings

Recording 1- Feb. 01	Recording 2 - Feb. 13	Recording 3 - March 06
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- Selected assignment

March 19

1. Recording 4
2. (Group) peer-evaluation of recording

- Presentation of French pronunciation in the world, or a pronunciation lesson in groups of 3-5.

Presentation 1 and 2 – March 24	Presentation 3 - March 26
Presentation 4 and 5 – March 31	Presentation 6 - April 02

Attendance (10%)

The students' attendance and participation are essential to their learning in this course. This is a way to practice the concepts, receive feedback, and become aware of what needs to be worked on.

In order to benefit from my assistance during office hours, students need to come to class regularly.

Students need to come to class prepared, having completed the assigned readings, and having listened to the sound files. 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.

Students can miss up to 2 classes (3 hours), without penalty. After that, each hour of class counts for 0.30 point. If students miss one day of class which has two hours, they lose 0.60 points (out of 10).

Quizzes (20%)

There are 10 quizzes, each worth 2% of the final grade, and they are due on Mondays, at 12:00 pm., prior to the first class of the week. Students have the option to complete them in advance, even weeks before the deadline. To prepare, students are expected to learn most of the material before attending class and attempting the quiz. All necessary information is clearly outlined in the textbook and PowerPoint presentations are available on Brightspace.

Class time is dedicated to practicing key concepts, while the quizzes serve to encourage consistent homework completion, regular class attendance, and active engagement with the material. They also provide valuable feedback, helping students identify areas of strength and those requiring improvement. The quizzes primarily assess students' preparation and understanding of the material.

The quizzes will ensure that students read the material and listen to the sound files, come to class prepared to do the work in class. **Students cannot redo the quizzes (make-up quizzes), or do them later even with accommodation, as nothing can replace regular practice.**

The quizzes have two parts:

a. The content of the quiz corresponds to what is assigned that week.

The purpose of the quizzes is to evaluate students' understanding and memorization of principles, and quizzes encourage students to study the material regularly. There are rules and exceptions, which are lexically based. Thus, it is necessary to learn the new words, and word sequences to know their pronunciation.

b. Phonetic transcriptions.

Students need to master the IPA (International Phonetic Alphabet) to transcribe written French in the symbols of the IPA phonetic system. Phonetic transcriptions reflect what the students have learned and identify what the students need to work on. Its use also indicates whether students know how words are supposed to be pronounced.

Mastering IPA is necessary to understand, name and discuss all areas of phonetics. Once the IPA is mastered, students will be expected to use it to evaluate what they can hear and to do in class dictations in IPA. One cannot read an article, discuss a problem, or fully understand the instructor's explanations without having first mastered IPA. IPA is the basic tool to read, understand and describe phonetics, and oral production. To practice the students' competencies in IPA, there will be weekly phonetic transcription exercises in the quizzes and in class. The level of difficulty will increase gradually.

— 3 recordings (45%)

Students will record a text read aloud. These assignments reflect the mastery of what was studied and practiced in class, and the work the students did by listening to sound files (on Owl) each week, and practicing on their own, and with the instructor. The recordings evaluate pronunciation accuracy, which requires students to practice phonetics regularly, and practice individually with the instructor, if need be.

All recordings will be uploaded on Brightspace. The process will be explained in class.

The recordings are due one day after the last class of the week at 10.00 p.m. I will start withdrawing 5% the next day.

— Selected assignment - students choose 1 assignment out of 2 (15%)

Students can choose between two assignments:

1. Recording 4.
2. Making a peer evaluation in group (3-5 students) of a recording.

1. Recording 4.

This is the most difficult recording, as it gathers all the elements studied in this course.

2. A peer evaluation of a recording (in group).

To do this exercise, students will work in groups of (3 – 5). If students choose this option, they can choose the people they will work with. If students don't want to work with their friends or don't know anyone in the class, they can let me know and I'll send an e-mail to the class to find them partners.

Students will put into practice everything that was learned in the course and will review the rules and exceptions. The evaluators will indicate on a sheet with the written text, which words or sentences

were inaccurately pronounced, write how the student pronounced the words and how they should be pronounced, using APA. They will use the same format as I use to evaluate students' recordings.

The group will create a rubric that will indicate which categories were mastered, which ones need improvement and will give feedback to the student evaluated. The details will be provided on Brightspace. Students of the group will submit one same assignment for the group and will indicate who did what. Ideally, all members will do the same work, then they will meet to discuss the findings, possibly with Zoom. Usually, different students notice different things, which increases the quality of the project. The deadlines for each work are indicated in the Weekly Organizer. All the details, rubrics and deadlines are described in detail on Brightspace.

— 1 group presentation (10%)

Topics:	French pronunciation in the world, other than France (Belgium, Switzerland, French in Quebec, French in Ontario...).
	Or a pronunciation lesson.
Length:	<u>Maximum of 30 minutes per group.</u>
Number of students:	At least 4 students (4-5) per group.
When:	Presentation 1 and 2 – March 24 Presentation 3 - March 26 Presentation 4 and 5 – March 31 Presentation 6 - April 02
How:	Students enroll in the groups and topics during the first two weeks. The first students to register will choose the dates and topics of the presentation.

Classroom etiquette and general considerations

- Students are expected to arrive on time to class, stay the whole class and actively participate in the class activities.
- Students are expected to come to class fully prepared: having done the homework, which is clearly explained in the syllabus and on the website, in addition to the weekly quizzes and to come to class with their printed coursebooks or have access on the coursebook on a tablet.
- If students are going to be absent for one class, they should NOT contact me. I take attendance; thus, I will know you are absent. However, if students are absent for an extended period of time, or drop the course, they are expected to let the instructor know.
- If students contact their professor, they are expected to be polite, use VOUS, **use their UWO email**, write the correct Professor's name and indicate their student number if related to more important matters.
- Please note that being a native speaker does not guarantee a perfect grade, as students need to learn the international phonetic alphabet, pronunciation rules, and exceptions. Furthermore, immersion students or students who went to French first language schools are not necessarily advantaged compared to core French students. Accuracy is evaluated here, more than fluency. The amount and quality of personal work students do for this course determine their grades more than their initial pronunciation level.
- Students have the responsibility of completing their work each week and have opportunities to improve their grades during the term. **There is no possibility of doing extra work** at the end of the year or **increasing the final grade** to compensate for missed work or low marks.

Brightspace

All course material will be posted on Brightspace. Students are responsible for checking their emails and the course Brightspace site on a regular basis for news and updates. These are the primary methods by which information will be disseminated to all students in the class.

If students need assistance with the course site, they can seek support on the OWL Help page.

Alternatively, they can contact the Western Technology Services Helpdesk.

<https://wts.uwo.ca/helpdesk/>

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>Attendance and participation Students can miss 2 classes without penalty and without accommodation. After the 3rd missed class, the attendance grade for the missed classes will be reported on the recordings.</p> <p>Quizzes Since there is a 24-hour 'grace period', and students can submit their quizzes well in advance, the quizzes cannot be done later or replaced. The missed quizzes will be reweighed onto the recordings.</p> <p>3 recordings Students can submit the recordings within one week after the due dates.</p> <p>Selected assignment Students can submit the assignment within one week after the due date. However, if they chose the recording evaluation, they will submit the whole work, and not only part of a group work.</p> <p>Group presentation There is no possibility of adding an extra presentation. Students will not be able to present it in class later. Instead, they will submit a video within five days after the due date. In this case, the student will need to make the whole presentation alone.</p>	<p>Attendance and participation Students can miss up to 2 classes without penalty and without accommodation. After the 3rd missed class, each missed class will withdraw 0.3 points for each missed class.</p> <p>Quizzes Since there is a 24-hour 'grace period', and students can submit their quizzes well in advance, the quizzes cannot be done later or replaced. The missed quizzes will be given the grade 0.</p> <p>3 recordings Without accommodation, each day late will withdraw 5%, up to a maximum of one week after the due dates.</p> <p>Selected assignment Each day late will withdraw 5%, up to a maximum of one week after the due dates. If the selected assignment was the group evaluation, the student will do the entire work alone.</p> <p>Group Presentation There is no possibility of adding an extra presentation. Students will not be able to present it in class later. Instead, they will submit a video within five days after the due date. Each day late will withdraw 5%, up to a maximum of five days after the due date (-25%). In this case, the student will need to make the whole presentation alone in a video.</p>

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 (Mondays at 12:00 PM), you have an additional 24 hours 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 note that consistently submitting quizzes late, even within the grace period, will affect your preparation for class. If more than two quizzes are submitted after the original Monday deadline (Mondays at 12:00 PM), a penalty of 0.20 points will be deducted from your attendance grade for each subsequent late submission, starting with the third. This policy ensures that students come to class prepared for the first class of the week. 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.

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.

Accommodation for recordings

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, students can submit **ONE** recording up to 24 hours late without supporting documentation and without penalty.

Accommodation for group work

If the student is late answering emails, or submitting their work to the group, they will automatically be removed from the group after 24 hours. They will then make a complete presentation, separately from the group, in a video.

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, the coursebook, the lessons for reviews, the recordings, and for writing weekly online quizzes. You can access the site using the library computers. The use of laptops (or tablets) is allowed in class for note-taking purposes only, but not necessary. You don't need to bring a laptop to classes, but you need to bring the printed coursebook.

Electronic Devices and AI

Electronic devices (cell phones) are not permitted in class. 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. GPT (or other AI tools) can be used to improve the quality of the written assignments: the group presentation and the peer assessment.

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.

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>.

Statement on the use of plagiarism-checking software

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>).

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.

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: There is no need to explain you have accommodation and you need extra time for quizzes. Students do not need any accommodations 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.

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](#). **It does not apply to this course as there are no final exam, nor midterm.**

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 .

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/>.

Copyright and intellectual property

PowerPoint lecture slides and notes, the custom coursebook, in-class activities, assignment guidelines, recordings, 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.