



**Department of French Studies**  
**French 3894A - French Pronunciation 1**  
**Fall 2025**

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**French 3894A - French Pronunciation 1**

**Course Location:** AHB-1B02

**Course Day/Time:** Tuesdays 4:30-5:30 pm  
Thursdays 3:30-5:30pm

**Format:** In person

**Antirequisites:** None

**Prerequisites:** Two 0.5 credits from French 2905A/B, French 2906A/B, French 2907A/B (or French 2900) or permission of the Department of French Studies based on the Placement Test.

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: Tuesdays 3:30-4:30 pm (one hour before class)

Thursdays 2:30-3:30pm (one hour before class)

+ 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 coursebook, to discuss grades and 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 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.

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**Current calendar course description**

French 3894A 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 3894A 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.

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## 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:

- Custom Course Book French 3894A - Nadine de Moras - 2025.

**Printing cost** = about \$15, with your own printer.

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

- Sound files to be downloaded from Brightspace (details to be explained in class).
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## Methods of Evaluation

— Quizzes (on Brightspace)	15%
— 3 recordings (3 x 15%)	45%
— Selected assignment (recording 4 or group evaluation of an audio file)	15%
— 1 group presentation about French in the world or a pronunciation lesson	10%
— 1 Test (with phonetic transcriptions and short answers)	15%

**There is no final exam.**

## Course Schedule

	<b>3894A</b>	<b>Weekly Organizer – Winter 2024</b>	<b>Tests and assignments</b>
0.5	September 4	Introduction to the course, professor, and students. Basic concepts, definitions, terminology p. 5-12	
1	September 09 -11	Phonetic alphabet 1 & 2; definitions p. 13-26 Conversations, pauses and interruptions p. 27-31	Quiz 1 – Sept. 08
2	September 16 - 18	Syllable stress p. 33-41 ; Vowels 1 p. 59-82	Quiz 2 – Sept. 15
3	September 23 - 25	Intonation p. 43-58. Vowels 2 p. 83-99. Phonetic alphabet 3.	Quiz 3 – Sept. 22
4	<del>September 30</del> October 02	There is no class on September 30 (National Day for Truth and Reconciliation) Vowels 3 p.100-119	Quiz 4 – Oct. 01 <b>Recording 1- Oct. 02</b>
5	October 07 - 09	Consonants p. 121-154. Phonetic alphabet 4.	Quiz 5 – Oct. 06
6	October 14 - 16	Difficulties with NG and GN Final consonants p. 155-178	Quiz 6 – Oct. 13 <b>Recording 2 - Oct. 16</b>
7	October 21 - 23	Exceptions, numbers and borrowed words. p. 179-192	Quiz 7 – Oct. 20
8	October 28 - 30	Linking (enchaînements) p. 193-208	Quiz 8 – Oct. 27 <b>Recording 3 - Oct. 30</b>
	November 04 - 06	Reading Week	
9	November 11 - 13	Linking (liaisons). p. 209-226 Mute H.	Quiz 9 – November 10
10	November 18 - 20	aspirated H p. 227-248 Mute E (and schwa deletion) 249-253	Quiz 10 – November 17
11	November 25 - 27	<b>Test</b> Assimilations and phoneme deletions p. 255-266	<b>Test - Nov. 25</b> <b>Selected assignment</b> <b>November 27</b> 1. Recording 4 OR 2. (Group) peer-evaluation of a recording
12	December 02 - 04	French in the world - Pronunciation variation p. 267-281	<b>Group presentations</b> <b>(1, 2, 3)</b>
13	December 09	Teaching French pronunciation p. 283-294	<b>Group presentations</b> <b>(4, 5, 6)</b>

## Due dates

### - Weekly quizzes are due on Mondays, at 4:00 pm (24 hours before classes begin)

Quiz 1: September 08	Quiz 2: September 15	Quiz 3: September 22
Quiz 4: October 01	Quiz 5: October 06	Quiz 6: October 13
Quiz 7: October 20	Quiz 8: October 27	Quiz 9: November 10
Quiz 10: November 17		

### - Recordings

Recording 1- October 02      Recording 2 – October 16      Recording 3 - October 30

### - Selected assignment

1. Recording 4 OR 2. (Group) peer-evaluation of a recording – November 27

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

Presentation 1 and 2 – December 02      Presentation 3, 4, 5 & 6 - December 04

### - Presentation of a pronunciation lesson in groups of 3-5.

Presentation 1 and 2 – December 09

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## Attendance

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.

However, there is no attendance grade, for various reasons I will explain in class.

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.

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## Quizzes (15%)

There are 10 quizzes, each worth 1.5% of the final grade. They are due on Mondays, at 4:00 pm, one day prior to the first class of the week. There is a 24 hour "grace period". Students can submit them at the latest on Tuesdays at 4:00 p.m., right before the first class of the week. After that time, quizzes are closed, no matter what the reason was not to complete them. 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 ensure that students read the material and listen to the sound files, come to class prepared to do the work in class. 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.

**Students cannot redo the 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, which is the first step before attempting to pronounce them.

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 assignments. The level of difficulty will increase gradually.

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**— 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 Brightspace) 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.

**Other accents than standard French**

Although the course focuses on Standard French, other accents (such as Québécois, Franco-Ontarian, Belgian, etc.) are welcome. I do not withdraw points if the general rules of syllable stress, intonation, liaison, and linking are followed. For example, the Canadian pronunciation of ê or i is accepted.

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**— 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. There is no sound file to listen to. This recording is a review of most of the content of the 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 can't work with their friends (if they opt to do the 4<sup>th</sup> recording), 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 partners. Students can also simply ask other students in class themselves.

Students will put into practice everything that was learned during 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 on Brightspace 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.

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### — 1 group presentation (10%)

<b>Topics:</b>	French pronunciation in the world, other than France (Belgium, Switzerland, French in Quebec, French in Ontario...) <b>Or</b> a pronunciation lesson (l'accentuation de syllabe, l'intonation, les liaisons obligatoires, les liaisons interdites avec les H aspirés, les enchainements, la prononciation des chiffres...).
<b>Length:</b>	<u>Maximum of 30 minutes per group.</u>
<b>Number of students:</b>	At least 4 students (4-5) per group.
<b>When:</b>	Presentations are on December 02, 04, 09.
<b>How:</b>	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.

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### — 1 Test, with phonetic transcriptions and short answers (15%)

The test will assess the theoretical content covered in the course. Students will be required to explain key concepts, for example, the definition of a *liaison*. In addition, the test will include phonetic transcriptions of entire sentences, broken down syllable by syllable. Since the test is scheduled for November 25, there is sufficient time to review the International Phonetic Alphabet (IPA), practice phonetic transcription, and revisit the main rules and exceptions discussed in class. Details about the test format will be posted on Brightspace approximately two weeks before the exam. Many of the questions will resemble those found in the quizzes, but the test will primarily consist of short-answer questions rather than multiple-choice.

Please note: the test will be administered *in class, on paper*, not on Brightspace.

## **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/>

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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, 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.

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## **Electronic Devices**

The use of cell phones is not permitted during class. If you have a valid reason to use your phone, please speak with me at the beginning of the term or before the start of class.

## **Use of AI Tools (e.g., ChatGPT)**

AI tools such as ChatGPT may be used **only** to enhance the language quality of written assignments, specifically, the group presentation and the peer assessment. These tools must **not** be used to generate or alter the content of the assignments.

When using AI, students are required to submit **both** the original (unedited) version and the AI-improved version of their work. If there is reason to believe that AI was used to develop or modify the content of an assignment, the students will be asked to rewrite it in front of me without any tools. Failure to submit the original, pre-AI version will result in a grade of zero for that assignment.

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## **GENERAL CONSIDERATIONS**

### **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, sent from the student's UWO email, and include the student number, especially when dealing with important matters.

### **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 are going to be late on a regular basis, they should let me know.
- 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 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. Success requires mastering the International Phonetic Alphabet

(IPA), as well as the relevant pronunciation rules and exceptions. Final grades reflect the quality and consistency of personal work completed throughout the term rather than a student's initial pronunciation 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.

## ACCOMMODATION

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>            Since there is a 24-hour 'grace period', and students can submit their quizzes well in advance, <b>the quizzes cannot be done later or replaced.</b>            The missed quizzes will be reweighed onto the recordings.</p> <p><b>3 recordings</b>            Students can submit the recordings within one week after the due dates.</p> <p><b>Selected assignment</b>            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><b>Group presentation</b>            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: a power point presentation, and a video demonstrating what would be done in class.</p>	<p><b>Quizzes</b>            Since there is a 24-hour 'grace period', and students can submit their quizzes well in advance, <b>the quizzes cannot be done later or replaced.</b>            The missed quizzes will be given the grade 0.</p> <p><b>3 recordings</b>            Without accommodation, each day late will withdraw 5%, up to a maximum of one week after the due dates.</p> <p><b>Selected assignment</b>            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><b>Group Presentation</b>            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 3:00 pm), you have an additional 24 hours (at the latest on Tuesdays at 3:00 p.m., right before the first class of the week) 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.

**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.

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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.

## **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 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.

### **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 is 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](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, 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.

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