

Course Outline
French 3894A French Pronunciation I
School of Humanities

GENERAL INFORMATION

Course: 3894A (Section 530)
Term: Half year (0.5 course)
Year: 2019
Course Day and Time: Tuesdays 1:30-3:30 and Thursdays 1:30-2:30
Course Location: UH 30

INSTRUCTOR INFORMATION

Name: Nadine de Moras
E-mail: ndemora@uwo.ca
Telephone number for office appointments: 519-432-8353, Ext. 28277
Office hours for students: Tuesdays 5:30-6:30; Thursdays 2:30-3:30 and 5:30-6:30 + appointments
Office location: UH 30

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. Prerequisite(s): French 2900 or by permission of the Department.

REQUIRED COURSE MATERIALS

Required Texts:

— Custom Course Book French 3894A - Nadine de Moras - 2019. To be downloaded from Owl

Recommended

Bilingual dictionaries (online translation dictionary)

<http://www.wordreference.com/>

<http://www.linguee.com/>

<https://www.collinsdictionary.com/dictionary/french-english>

Spellcheck and grammar check

<https://bonpatron.com/en/>

Conjugations

<https://leconjugueur.lefigaro>

LEARNING OUTCOMES

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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TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

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 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 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. This assignment is also experiential learning as it simulates work situation while evaluating students' pronunciation, giving feedback and proposing strategies to improve one's pronunciation.

COPYRIGHT AND INTELLECTUAL PROPERTY

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

EVALUATION (NO FINAL EXAM)

| | |
|---|-----|
| — Attendance and participation (10 in-class quizzes) | 10% |
| — 3 (in-class) phonetic transcriptions (the best 3 out of 4 X 5%) | 15% |
| — 3 recordings (3 x 15%) | 45% |
| — 1 reflection work (format: recording) | 20% |
| — 1 group assignment | 10% |

DETAILED DESCRIPTION OF EVALUATION

PREPARATION – 10 IN-CLASSES QUIZZES (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. The quizzes will ensure that students read the material and come to class prepared to do the work in class. If students do not come to class, they cannot write the quizzes and automatically have 0. Each quiz counts for 1%. The content of the quiz corresponds to what is assigned that week. For example quiz 1 test the content of pages 35-66 of the coursebook. The purpose of the quizzes is to evaluate students' understanding and memorization of principles, and it encourages students to study the material regularly. Should there be accommodations students will not be able to compensate for this grade, because nothing can replace regular work and in-class practice.

PHONETIC TRANSCRIPTIONS (3 X 5% = 15%)

Students need to master the IPA (International Phonetic Alphabet) to transcribe written French in the symbols of the IPA phonetic system. 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. Once the IPA is mastered, students will be expected to use it to evaluate what they can hear. 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 the best 3 will be counted.

RECORDINGS (3 X 15% = 45%)

Students' recordings of a text read aloud 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. The recordings evaluate pronunciation accuracy, which requires students to practice phonetics regularly, and practice individually with the instructor and assistant if need be.

All recordings will be uploaded on Owl in Drop Box. The process will be explained in class. The recordings are due at the latest at 10.0 p.m. I start withdrawing points the next day.

REFLECTION WORK - RECORDING

20%

The fourth recording will be an oral reflection about the experience in this course. The other three recordings consist in reading an existing text. For this fourth recording, students make their own content. They can either make a video of themselves or an audio file. The content and organization will count for 25%, grammatical and semantic accuracy 25% and phonetic accuracy will count for 50%.

The content of this recording should include a reflection on

- what they knew and felt about French pronunciation before starting the class, and during the class;
- what was easy, difficult and the most interesting, and why it was so;
- possible ideas of new activities which would be useful for the course (this part is optional);
- their emotions during the whole process (learning the material, listening to the sound files, preparing for assignments...);
- the last two chapters. For this part, there should be a quick summary of the two chapters and a reflection on their content. Do you think you will integrate pronunciation in your teaching? Yes, no, why?

This work can be prepared, notes are allowed, but it should NOT be entirely read.

Instead, students should talk like they would during a semi-spontaneous presentation.

1 GROUP RECORDING EVALUATION

(10%)

In a group of at least 3 participants, students will evaluate the recording of a non-native speaker and use IPA to identify inaccuracies. They will circle the inaccurately pronounced phonemes on the text and indicate incorrect intonation patterns, stress and linking in the text. On a separate page, they will organize problematic areas: transcribe in IPA the incorrect phonemes and write a correction of what the accurate pronunciation should be in IPA, indicate incorrect patterns, grouped by categories.

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 teach French pronunciation and 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.

ACADEMIC ACCOMMODATION

Family medical issues, personal medical issues, family bereavement, or participation in university varsity sports teams will receive accommodation with appropriate documentation. Contact your academic advisor at your home campus to determine whether your situation can receive accommodation. Documentation may be required to be submitted to the academic advisor.

The academic advisor, in consultation with the course instructor, will determine whether the accommodation is granted. **Travel plans, studying for other courses, job interviews, and medical appointments are NOT acceptable reasons for missing classes.**

- Missed weekly quizzes will be given 0 (zero).
- For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.
- Documentation will also be required for phonetic transcriptions (5%).
- Whenever possible, students should provide notification in advance of due dates or absence.
- If advance notification is not possible, the course instructor (ndemora@uwo.ca) should be contacted within two business days.
- If there is documentation and accommodation, the missed assignment grades will be reported to the recordings and the final reflection (recording).
- Without official accommodation recommendation, 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.

EVALUATION BREAKDOWN

1. Communic. – Communication competency
2. Crit. thinking – Critical Thinking competency
3. InqAnPrSol – Inquiry and Analysis competency, and Problem Solving competency
4. SelfAw.Dvp – Self-Awareness and Development competency

| Component | Weight | Date/ Deadline | Learning Outcome | Brescia Competencies |
|--|--------|--|---|---|
| 10 in-class quizzes (attendance and participation) | 10% | Every week | Summarize information Regular practice | 1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp |
| 1 group assignment Evaluating a non-native pronunciation and providing feedback on how to improve: experiential learning | 10% | -Dec. 03 | Experiential learning Using skills in the workplace | 1. Communic. 2. Crit. thinking 3. InqAnPrSol 4. SelfAw.Dvp |
| 4 in-class phonetic transcriptions (Best 3 x 5%) | 15% | -Sept 24 -Oct. 08 -Oct. 22 -Nov. 19 | Listening, Pronunciationp honet transcription practice | 1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp |
| 3 recordings (3 x 15%) | 45% | -Oct. 01 -Oct. 15 -Nov. 12 | Pronunciation practice | 1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp |
| 1 reflection work (recording) | 20% | -Dec. 03 | Pronunciation practice In authentic communication Reflection on own's learning | 1. Communic. 2. Crit. thinking 3. InqAnPrSol 4. SelfAw.Dvp |

COURSE CONTENT

The following phonetic concepts will be addressed in the course:

- International phonetic alphabet (IPA) and definitions
- Taking turns in conversations and hesitation
- Syllable stress
- Intonation
- Vowels
- Consonants
- Final consonants
- Exceptions (Of final consonants)
- Borrowed words
- Linking
- Mute e (and schwa deletion)
- Assimilations
- Varieties of French – variation in pronunciation
- Teaching French pronunciation

RATIONALE FOR THE SEQUENCE OF THE PARTS OF THE COURSE

The first chapters of the coursebook are tools to use during the course: terminology, IPA. Then, topics are organized by order of importance, and topics which are used to produce other phonetic structures. For example, syllable stress and intonation are used in all cases and inaccurate syllable stress can lead to preventing linking. In order to be able to produce accurate linking, students should know when and how to pronounce final consonants.

The last chapters (varieties of French, teaching French) are more specific and independent. They are also a reflection about the previous chapters. In order to evaluate what is NOT standard French, one should first know what IS standard French.

Vocabulary chapters are organized from what is needed to other chapters to the ones which are more independent.

WHAT THE COURSE IS NOT ABOUT

While there will be numerous oral activities in class, the activities will NOT always be “open”, authentic, spontaneous conversations. Instead, there will be mostly practice of certain phonetic structures, listening, repeating, discriminating, phonetic transcriptions, practicing pronouncing specific vocabulary and certain and having semi-guided conversations. As much as possible, the exercises will simulate real communication situations.

Only once the content of the course is expected to be acquired will the students use them in spontaneous speech, simulating real-life situations when expressing ideas. In the last recording students will reflect on their learning.

STUDENT USE OF TECHNOLOGY IN CLASS

I welcome the use of laptops in the classroom if they are used for class related purposes. Using a computer or phone during class for personal activities such as reading or writing e-mail and text messages, surfing the web, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phone is turned off and placed inside a bag.

| | 3894A | Weekly Organizer - Fall 2019 | Tests and assignments |
|-----|--------------|--|---|
| 0.5 | 05- Sept. | Presentation of the course, professor and students. Phonetic alphabet and definitions p. 13-34 | |
| 1 | 10-12 Sept. | Syllable stress and intonation p. 35-66 | Quiz 1 |
| 2 | 17-19 Sept. | Vowels 1 p. 67-88 | Quiz 2 |
| 3 | 24-26 Sept. | Vowels 2 p. 89-108 | Quiz 3 Phonetic transcription 1 (in-class) Sept. 24 th |
| 4 | 1-3 Oct. | Vowels 3 p. 109-127 | Quiz 4 Recording #1 , Oct. 3 rd |
| 5 | 8-10 Oct. | Consonants p. 130-162 | Quiz 5 Phonetic transcription 2 (in-class) Oct. 8 th |
| 6 | 15-17 Oct. | Final consonants p. 163-185 | Quiz 6 Recording #2 Oct. 17 th |
| 7 | 22-24 Oct. | Exceptions, numbers and borrowed words p.187-200 | Quiz 7 Phonetic transcription 3 (in-class) Oct. 22 nd |
| 8 | 29-31 Oct. | Linking (enchaînements) p. 201-216 | Quiz 8 Recording #3 Oct. 31 st |
| | 5-7 Nov. | <i>Reading week</i> | |
| 9 | 12-14 Nov. | Linking (liaisons) p. 217-238 | Quiz 9 Phonetic transcription 4 (in-class) Nov. 12 th |
| 10 | 19-21 Nov. | Mute e (and schwa deletion) Assimilations and phoneme deletions p. 239-256 | Quiz 10 |
| 11 | 26-28 Nov. | Varieties of French (Quebec, Belgium, Switzerland...) Variation in pronunciation and accents p. 257-271 | Group assignment |
| 12 | 3-5 Dec. | Teaching French pronunciation p. 273-284 Conclusion p. 285 | Reflection work (Recording #4), Dec 5 th |

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. 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;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

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; please refer to the [Registrar's website](http://www.brescia.uwo.ca/academics/registrar-services/), <http://www.brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.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).

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.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals 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.

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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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/>.

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.
