

Course Outline 2022
French 3894A French Pronunciation I - ONLINE
School of Humanities
Intersession 2022

GENERAL INFORMATION

Course:	3894A (Section 530)
Term:	Half year (0.5 course)
Year:	Intersession 2022
Delivery:	Synchronous
Course Day and Time:	Zoom meetings Mondays, Tuesdays, Wednesdays, Thursdays 9:00-12:00 a.m.
Course Location:	Online Zoom meetings

INSTRUCTOR INFORMATION

Name:	Nadine de Moras
E-mail:	ndemora@uwo.ca
Office hours:	Zoom meetings Mondays, Tuesdays, Wednesdays, Thursdays, 12:30 p.m. - 1:30 p.m. + appointments Office hours are being held virtually with Zoom

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 online class and recordings.

3 lecture hours, 0.5 course. Prerequisite(s): French 2900* or by permission of the Department.

(* French 2905A/B and 2906A/B = French 2900)

REQUIRED COURSE MATERIALS

Required Texts:

— Custom Course Book French 3894A - Nadine de Moras - 2022. To be downloaded from Owl.

Recommended

Bilingual dictionaries (online translation dictionary)

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

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

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.
 - Apply all the above to their own teaching, by presenting a second/foreign language pronunciation lesson in class.
 - 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, group assignment, tests and reflection paper.
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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.
- 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).
- Draw on personal knowledge and experience, to devise 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).

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 practice, both in and out of class. During Zoom meetings, we will practice pronunciation with numerous exercises, reading aloud, listening, repeating, dictations, phonetic transcriptions, etc., compare French pronunciation from different countries (France, Quebec, ...), and discuss similarities and differences existing between French and English.

At home, students will listen to sound files, in order to train their ears. They will prepare three recordings for which they will receive precise feedback on how to improve their own pronunciation. Finally, students will put into practice the content of the course and choose an assignment. In the third assignment 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 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 (Zoom meetings and/or forums)	5%
— Weekly quizzes	15%
— 3 recordings (3 x 15%)	45%
— 1 reflection work (format: video recording)	20%
— Selected assignment (students choose 1 assignment out of 3)*	15%

DETAILED DESCRIPTION OF EVALUATION

ATTENDANCE AND PARTICIPATION

5%

During Zoom meetings students can practice all concepts and receive feedback before graded assignments. Office hours do not replace class attendance. If students miss classes, the content of the course and videos of the lessons are accessible on Owl.

WEEKLY QUIZZES

15%

The quizzes will ensure that students read the material and come to class prepared to do the work in class. Should there be accommodations students will not be able to compensate for this grade, because 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 it encourages 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 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 weekly phonetic transcription exercises.

The level of difficulty will increase gradually.

RECORDINGS

45% (3 X 15%)

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 Assignment. The process will be explained in class. The recordings are due at the latest at 10.00 p.m. I start withdrawing points the next day.

SELECTED ASSIGNMENT*

15%

Students can choose between four assignments:

1. Recording 4.
2. Making a pronunciation lesson on any topic studied in this class, at any level.
3. Making a peer evaluation in group of a recording.

1. Recording 4.

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

2. Making a pronunciation lesson.

This task is particularly useful for students who intend to become teachers. Students are encouraged to use what they learned in 3890A (if they took this class).

The lesson can be done in pairs or alone and should have several components which are described in detail on Owl, in "Resources" and in the coursebook (how to teach pronunciation).

3. Making a peer evaluation of a recording (in group).

To do this exercise, students will work in groups of 3 (or 4). I can select the members of the groups, if students choose this option, or they can work with persons of their choice.

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.

Evaluators will indicate which categories were mastered, which ones need improvement and will use a rubric to give feedback to the student evaluated. The details will be provided on Owl.

Students of the group will submit the same assignment for the group and will indicate who did what.

The deadlines for each work are indicated in the Weekly Organizer.

All the details, rubrics and deadlines are described in detail on Owl, in "Resources".

The purpose of having choices is to let students choose what they prefer: work in pairs, in groups, alone, practice or evaluate someone else's production; and to choose what is more useful for their own development.

REFLECTION WORK - RECORDING

20%

The last assignment will be an oral reflection about the experience in this course. The other 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 students 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?
- Pauses, hesitations and occasional mistakes are expected as they always occur in spontaneous speech. Only if there are too many pauses will some points be withdrawn.

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

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

Students can have a few notes to guide them, but they should NOT read a whole text.

A reduction of 50% of the grade will be applied to the reading of a text.

ACADEMIC ACCOMMODATION

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 quizzes and missed attendance will be given 0 (zero), even with accommodations (or self-reported absence). One missed attendance is possible without penalty. Each quiz is worth 1.5% and daily attendance 0.5%.
- 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.
- 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 can be submitted within one week of when it was scheduled.
- Without official accommodation recommendation, late recordings and videos 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
Attendance, participation and engagement	5%	Every class	Analyze information Regular practice	1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp
1 selected assignment* Making a recording, or presenting a pronunciation lesson or evaluating a non-native pronunciation in a recording : experiential learning	15%	June 01	Experiential learning Using skills in the workplace	1. Communic. 2. Crit. thinking 3. InqAnPrSol 4. SelfAw.Dvp
Weekly quizzes	15%	Every day	Listening, Pronunciation phonetic transcription practice	1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp
3 recordings (3 x 15%)	45%	- May 19 - May 15 - May 30	Pronunciation practice	1. Communic. 3. InqAnPrSol 4. SelfAw.Dvp
1 reflection work (recording)	20%	- June 02	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
- 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 and 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 standard French IS.

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 having semi-guided conversations. As much as possible, the exercises will simulate real communication situations.

It is only once the elements of the course content are acquired that the students will use them in spontaneous speech, simulating real-life situations when expressing ideas. In the last recording students will reflect on their learning.

Being a native speaker does not guaranty a 100% grade at the recordings and video. The grades reflect pronunciation accuracy more than fluency. There are rules and exceptions that need to be learned, even for native speakers (such as the different types of linking).

PARTICULARITIES OF STUDYING ONLINE

The lessons, exercises and work to do are explained on the Owl website, step by step. Students will have the same amount of practice as an in-class course, with both oral practice during zoom meetings, and weekly assignments. The pre-recorded videos can be watched by students when they want, as many times as they want; and students can use the subtitle option that accompanies the videos.

GENERAL COMMENTS

This is the “general” course outline.

The details of each assignment are in the coursebook and/or on Owl.

Some other details will be explained during Zoom meetings.

	3894A	Weekly Organizer – Intersession 2022	Tests and assignments
1	Monday May 16	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
2	Tuesday May 17	Syllable stress 33-41 Vowels 1 p. 59-82	Quiz 2
3	Wednesday May 18	Intonation p. 43-58 Vowels 2 p. 83-99	Quiz 3
4	Thursday May 19	Vowels 3 p.100-119	Quiz 4 Recording #1
5	Tuesday May 24 (Mond. Hol.)	Consonants p. 121-154	Quiz 5
6	Wednesday May 25	Final consonants p. 155-178	Quiz 6 Recording #2
7	Thursday May 26	Exceptions, numbers and borrowed words p. 179-192	Quiz 7
8	Monday May 30	Linking (enchaînements) p. 193-208	Quiz 8 Recording #3
9	Tuesday May 31	Linking (liaisons) p. 209-226	Quiz 9
10	Wednesday June 1 st	H (mute and aspirated) p. 227-251 Mute e (and schwa deletion) 253-257 Assimilations and phoneme deletions p. 259-270	Quiz 10 Selected assignment 1. Recording #4 2. (Group) peer-evaluation of recording 3. Pronunciation lesson
11	Thursday June 2 nd	Teaching French pronunciation p. 287-298	Reflection work

	ZOOM MEETINGS DATES
	9:00-12:00
1	Monday May 16
2	Tuesday May 17
3	Wednesday May 18
4	Thursday May 19
	(Monday May 23 is a Holiday- No class)
5	Tuesday May 24
6	Wednesday May 25
7	Thursday May 26
8	Monday May 30
9	Tuesday May 31
10	Wednesday June 1st
11	Thursday June 2nd

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://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 (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&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 a.m. the following morning if the form is submitted after 4:30 p.m.;
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](#) 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 (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

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 **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) 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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

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.
