Course Description for FREN 476 - Linguistics Applied to French

Description

This course provides an overview of the structures of the French language. Students will study basic concepts in general linguistics as well as examine modern Hexagonal (i.e., from France) and Canadian French from the following perspectives: phonetics, phonology, morphology, syntax, semantics, and sociolinguistics. In addition to describing the language from a theoretical standpoint, students will collect their own corpus of spoken and/or written French from a variety of sources and use it to create their own examples of the phenomenon described in class.

Goal Statements

1. Students will be introduced to synchronic linguistics and its major subfields (phonetics and phonology, morphology, syntax, semantics).
2. Students will understand that French is a collection of language varieties each made of neutral linguistic features.
3. Students will develop the ability to collect linguistic data and apply linguistic concepts to their sample.

Learning Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Learning Outcomes</th>
<th>Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>1. Students can compare and contrast the phonetic system of Hexagonal and Canadian French.</td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>2. Students can describe the morphological principles by which lexical categories are formed in French.</td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>3. Students can analyze simple and compound sentences using tree diagrams.</td>
<td>X</td>
</tr>
<tr>
<td>1</td>
<td>4. Students can compile information about the origin of a word using at least 2 credible sources.</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>5. Students can differentiate between the linguistic variables of Canadian French in terms of their social markedness.</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>6. Students can defend the view that although French language varieties are not socially neutral, they are intrinsically equal (affective domain).</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>7. Students can synthesize linguistic concepts from speech data they collected from the real world.</td>
<td>X</td>
</tr>
</tbody>
</table>
Title of the Course: FREN 476 – Linguistics Applied to French

PLEASE NOTE: All course goals apply but are restricted to one subfield of linguistics: phonetics & phonology

<table>
<thead>
<tr>
<th>Learning Block</th>
<th>General Learning Outcomes</th>
<th>Learning Block Outcomes</th>
<th>Content</th>
<th>Instructional Activities</th>
<th>Assessments, Products</th>
</tr>
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</table>
| Part 2: Sounds |                           | a) Students can define key terms and concepts (e.g., phoneme, minimal pairs, vowel, nucleus, etc.) | • Phonetics and phonology: an introduction  
• Transcription conventions | • Sample A: categorizing types of syllables, transcription of words from Roman to phonetic alphabet and vice versa  
• transcription of sentences, articulatory description of vowels  
• Pronunciation activities from textbook  
• Listening of speech samples to develop ability to discriminate different sound variables, transcription of short oral excerpt  
• Small-group activities to define and explain key concepts to peers  
• Short lectures  
• Discussion about the neutrality of phonetic traits vs. social evaluation thereof | • Exercise 2: apply concepts to language tokens, short answer explaining French Canadian differences, short answers clarifying subtle differences between different but similar phonological phenomenon, transcription  
• Part of mid-term exam: apply concepts to language tokens, demonstrate familiarity with French-Canadian sounds in applied problems, provide definitions, demonstrate knowledge of articulatory phonetics by identifying the parts of the phonetic organ and possible sound production on schematics, transcribe common combinatorial phenomenon (See sample B)  
• Portfolio, part 2: Students collect audio text of their choosing, transcribe 20 seconds of it first in the Roman phonetic alphabet and comment on the phonetic phenomenon they observe in their sample. First draft is low-stakes; students get feedback on it before turning in the final portfolio (See Samples C, D for assignment & rubric) |

5. [partial] Students can differentiate between the linguistic variables of Canadian French in terms of their social markedness. [upon examining my course, I realized this part of the outcome is not addressed]

6. Students can defend the view that although French language varieties are not socially neutral, they are intrinsically equal. [this module does not address outcome 6 specifically, but is a building block leading to it]

7. Students can synthesize linguistic concepts from speech data they collected from the real world.
## Description of Activities and Tasks for FREN 476

### TLA - Classroom activities (such as sample A):
- Categorizing syllables
- Transcribing activities
- Applying phonological rules

### TLA - Short lectures

### TLA – Discussions
- Defining concepts collaboratively
- Sharing transcriptions
- Discussing what makes a variable ‘sound ignorant’, perceived differences between CAN and Hexagonal French

### AT – Exercise 2:
- Applying concepts to language tokens
- Explaining French Canadian differences (short answers)
- Clarifying subtle differences between different but similar phonological phenomenon
- Transcribing

### AT - Midterm exam
- Applying concepts to language tokens
- Demonstrating familiarity with French-Canadian sounds in applied problems
- Providing definitions
- Identifying the parts of the phonetic organ and possible sound production on schematics
- Transcribe common combinatorial phenomenon

### AT – Portfolio
- Transcribing
- Identifying specific phenomenon identified by instructor
- Commenting on the phonetic phenomenon observed in sample

### Learning Outcomes

<table>
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<th>Description of Activities and Tasks</th>
<th>Learning Outcomes</th>
<th>Bloom’s Taxonomy</th>
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<tbody>
<tr>
<td></td>
<td>General</td>
<td>Block</td>
</tr>
<tr>
<td>TLA - Classroom activities</td>
<td>1, 5?</td>
<td>b, c, d</td>
</tr>
<tr>
<td>TLA - Short lectures</td>
<td>1, 5</td>
<td>a, d, e</td>
</tr>
<tr>
<td>TLA – Discussions</td>
<td>1, 5?, 6</td>
<td>a, c, d, e</td>
</tr>
<tr>
<td>AT – Exercise 2</td>
<td>1, 5?</td>
<td>a, b, c, d, e</td>
</tr>
<tr>
<td>AT - Midterm exam</td>
<td>1, 5?</td>
<td>a, b, c, d, e</td>
</tr>
<tr>
<td>AT – Portfolio</td>
<td>1, 5?, 7</td>
<td>b, c, d, e, f</td>
</tr>
</tbody>
</table>

Prepared by Geneviève Maheux-Pelletier, 2013
Sample A

1. Count the number of syllables that are pronounced and indicate whether each syllable is open or closed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Open/Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>prophète</td>
<td></td>
</tr>
<tr>
<td>durable</td>
<td></td>
</tr>
<tr>
<td>revendiquer</td>
<td></td>
</tr>
<tr>
<td>bondé</td>
<td></td>
</tr>
<tr>
<td>tante</td>
<td></td>
</tr>
<tr>
<td>pantin</td>
<td></td>
</tr>
<tr>
<td>redingote</td>
<td></td>
</tr>
<tr>
<td>tinter</td>
<td></td>
</tr>
<tr>
<td>partenaire</td>
<td></td>
</tr>
</tbody>
</table>

2. Provide the phonetic transcription for each of these words and check your answers in a dictionary.

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonetic Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>débat</td>
<td>option</td>
</tr>
<tr>
<td>kilo</td>
<td>ajouter</td>
</tr>
<tr>
<td>taureau</td>
<td>girafe</td>
</tr>
<tr>
<td>amalgame</td>
<td>gateau</td>
</tr>
<tr>
<td>longtemps</td>
<td>montagneux</td>
</tr>
<tr>
<td>botte</td>
<td>rudement</td>
</tr>
</tbody>
</table>

3. Rewrite these phonetic transcriptions using the Roman alphabet¹.

[dʒỹapwɛ]
[dənwazosyʁlɛtwɑ]
[ləʒɔdɛsirɛn]
[leʒɔdɛtnesɔlsɔtaflɔʁ]
[ɔpiʒɔʁukulɛdɑlænuietwælɛ]
[ləʃemēɛlɔʒyskalagʁʁut\.]

¹ http://bbouillon.free.fr/univ/ling/Fichiers/phon/phonex.htm
Assessment Tasks for FREN 476

Sample B: Part of the mid-term exam

Points: _______ / 70

A. Multiple choice questions (16)

Quel trait distinctif y a-t-il entre les voyelles suivantes?

3. /i/ et /y/
   a. orale / nasale
   b. arrondie / écartée
   c. ouverte / fermée
   d. antérieure / postérieure

8. /i/ et /a/
   a. orale / nasale
   b. arrondie / écartée
   c. ouverte / fermée
   d. antérieure / postérieure

Dans lequel des mots suivants le e caduc (souligné) est-il…

9. obligatoire ?
   a. vous appelez
   b. vous prenez
   c. vous venez
   d. vous reconnaissez

11. optionnel ?
   a. prends-le
   b. dehors
   c. je le sais
   d. le homme

Parmi les mots ou les phrases suivantes, où trouve-t-on…

16. une voyelle fermée qui s’ouvre ?
   a. utile
   b. outil
   c. mutiler
   d. butin

II. Short answer questions (30 points)

17. Identifiez les parties du système phonatoire illustrées sur le schéma suivant (9 pts).

   1.
   3.
   5.
   […]

Here students need to identify the names for the different parts of the phonetic organ needed to pronounce vowels using appropriate terminology.
Students pick two out of three questions and provide elaborate answers about either the history of French, what variation is, and/or differentiate the terms phonetics and phonology.

Students define concepts, list characteristics, explain phonological principles, transcribe from the roman to the phonetic alphabet and vice versa, taking into account characteristics of Canadian French.

Students transcribe from the roman to the phonetic alphabet and vice versa, taking into account characteristics of Canadian French.

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**II. Essay questions (24 points)**

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Portfolio: A personalized linguistic analysis

General: For your portfolio, you will pick a theme that interests you as the basis for selecting spoken and written samples that you will then analyse from different linguistic perspectives. Examples of possible themes include… [description of portfolio continues]

Part 2: Description of sounds

Pick an oral text from a Canadian source linked to the theme you chose. After contextualizing your text (its source, what it is, etc.), please do the following:

1. Pick a 20-second excerpt from it and transcribe it using the Roman Alphabet.

2. Once you have your initial transcription, transcribe it again with the International Phonetic Alphabet to take into consideration how the speaker pronounces each sound.

3. Find specific phonetic phenomenon: liaison, enchaînement, drop of schwa, … [list continues]

4. Offer a commentary about this text: what phenomenon have you noticed? Explain what they are. Are there phenomenon you would have expected from a French-Canadian speaker that you didn’t find? How is this explained?
Assessment Task for FREN 476

Sample D

Rubrics for the Portfolio, Part 2

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Competent</th>
<th>Needs work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transcription</strong></td>
<td>Roman and phonetic transcriptions are true to the words as used and</td>
<td>Roman transcription is mostly accurate but the phonetic transcription</td>
<td>There are several mistakes in the Roman transcription that make the speech sample unclear. The phonetic transcription contains several errors.</td>
</tr>
<tr>
<td></td>
<td>pronounced by the speaker with the occasional transcription error.</td>
<td>does not always reflect actual pronunciation.</td>
<td></td>
</tr>
<tr>
<td>**Example of</td>
<td>Examples are accurately described. Sample is rich enough to allow for</td>
<td>Most examples are accurately described. Sample may be a bit limited in the</td>
<td>Examples are mostly inaccurate or student is unable to identify relevant</td>
</tr>
<tr>
<td>phenomenon**</td>
<td>completion of assignment. Phenomenon, if part of the larger oral text, are</td>
<td>number of examples present (inadequate choice of sample). Phenomenon, if</td>
<td>examples either because they are not present (poor choice of sample) or</td>
</tr>
<tr>
<td></td>
<td>clearly located and transcribed.</td>
<td>part of the larger oral text, are clearly located and transcribed.</td>
<td>because the student missed them. Phenomenon discussed difficult to locate.</td>
</tr>
<tr>
<td><strong>Commentary</strong></td>
<td>Able to identify and explain a number of phenomenon (or their absence) supported by the relevant terminology and concepts. Link explanation to French-Canadian usage.</td>
<td>Able to identify a number of relevant phenomenon (or their absence) but explanations somewhat lack sufficient detail and/or do not provide links to French-Canadian usage.</td>
<td>Able to identify a very limited number of phenomenon with little use of the relevant concepts and terminology.</td>
</tr>
</tbody>
</table>