

COURSE SYLLABUS

Course Title:	ESL: Pronunciation Workshop	Date submitted:	Spring 2015 (AAC: 15-37)
Department:	Humanities		
Curriculum:	ESL		
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ESL*149	Prerequisites: Grammar III (ESL*135) or ESL: Writing & Reading III (ESL*133), or placement test score, or permission of Department Chair
	Course Type:	L	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		
	Elective Type:	FL/G/HU/LAS	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		
	Credit Hours:	3	Corequisites: None
	Developmental: (yes/no)	No	
	Lecture:	3	
	Clinical:	0	
	Lab:	0	
Studio	0		
Other:	0		
Contact Hours:	TOTAL: 3		
Class Maximum:	21	Other Requirements: None	
Semesters Offered:	F/S		
Catalog Course Description:	Within the ESL discipline, this course focuses on the pronunciation of American English. Topics of study include the following: consonant and vowel sounds of English; stress, rhythm and intonation patterns of words and phrases; patterns affecting speech such as deletions, insertions, and linking; and differences between spelling and speech. Students will practice speaking using a variety of techniques with the aim to add speech patterns reflective of American English. Students will also learn how to evaluate their own speech in order to become more competent and self-assured speakers.		
Topical Outline: List course content in outline format.	I. Introduction to the elements of pronunciation II. The sounds of English <ul style="list-style-type: none"> a. Consonants <ul style="list-style-type: none"> 1.past tense endings 2.plural endings 3.other issues relating to consonants b. Vowels <ul style="list-style-type: none"> 1.vowels of English 2.diphthongs of English 3.vowel-initial words 		

	<p>4. glides from tense vowel 5. other issues relating to vowels</p> <p>III. Intonation patterns</p> <ul style="list-style-type: none"> a. Rising intonation <ul style="list-style-type: none"> 1. yes/no questions 2. phrases internal to the sentence b. Falling intonation <ul style="list-style-type: none"> 1. statements 2. information questions c. Tag questions d. Drop-rise (asking for information) <p>IV. Rhythm</p> <ul style="list-style-type: none"> a. Phrases of English b. Stress-timed language c. Can/can't and other rhythm based effects on pronunciation <p>V. Stress</p> <ul style="list-style-type: none"> a. Word stress b. Phrase stress (old/new information) c. Sentence stress d. Compound noun stress e. Vowels reduction and stress f. Stress changing prefixes <p>VI. Other effects on pronunciation of words and phrases</p> <ul style="list-style-type: none"> a. Linkings b. Deletions c. Assimilations d. Contractions e. Superclusters f. Spelling/speaking correspondences and miscues g. Voice range and projection <p>VII. Body language</p> <ul style="list-style-type: none"> a. Gesture b. Facial expressions c. Cultural norms expressed through body language
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. Recognize and pronounce with accuracy, the consonants and vowels of American English 2. Demonstrate in speech the patterns common to American English for rhythm, stress, and intonation of words and phrases 3. Demonstrate in speech the patterns common to linking, assimilation, deletion, and insertions that occur in connected speech 4. Hear with accuracy and demonstrate in speech the intonation of different question types 5. Demonstrate in speech the pronunciation of past tense and plural endings 6. Demonstrate in speech and in reading from texts the differences between spelling and pronunciation of American words 7. Recognize how their speech patterns differ from American pronunciation patterns with a focus on what to continue working on over time to make permanent change <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p>

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	<p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>6. Oral Communication (embedded) - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p style="padding-left: 40px;">Demonstrates: Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p style="padding-left: 40px;">Does Not Demonstrate: Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria: Course outcomes will be evaluated through homework assignments, quizzes, exams, and oral presentations</p>
<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None Desired: Language Lab and/or access to tape recorders</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>