

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Acquire linguistic information about the phonological, syntactical, and semantic characteristics of English related to the pronunciation of American English.
2. Improve speaking and listening skills and overall intelligibility.
3. Learn practical strategies and techniques for improving pronunciation skills.
4. Increase knowledge of pronunciation rules and exceptions.
5. Develop critical thinking skills to apply pronunciation knowledge and techniques, monitor speech, and correct one's pronunciation errors.
6. Develop and refine pronunciation skills related to English grammar.
7. Understand appropriate speech used in formal and informal settings.

COURSE OBJECTIVES

1. Demonstrate comprehension of basic and complex sounds including grammatical endings of words presented orally.
2. Identify sounds and words that commonly cause pronunciation difficulties.
3. Apply phonics rules for vowels, diphthongs, and consonants to articulate different words.
4. Apply pronunciation rules to level appropriate grammar forms.
5. Identify stress patterns in words and sentences.
6. Identify and apply intonation and rhythm patterns to produce fluent speech.
7. Identify the relationship of semantics to pronunciation.
8. Comprehend and recognize reduced speech in informal conversation.
9. Use critical thinking skills to decipher sounds and words, monitor production and correct one's errors.
10. Demonstrate the ability to modify speech in diverse academic, professional and social settings.

SECTION II

COURSE CONTENT AND SCOPE

1. Common Problematic Sounds

1.1. Vowels

1.1.1. Orientation to location of tongue

1.1.2. Shape of mouth

1.2. Consonants

1.2.1. Place and manner of production of voiced and voiceless consonants

1.3. R-controlled vowels

1.4. Final consonant clusters

COURSE CONTENT AND SCOPE (CONTINUED)

2. Oral Movements for Producing Sounds of American English
 - 2.1. Lip movement
 - 2.2. Lingual movement
 - 2.3. Jaw movement
 - 2.4. Movement from one sound to another
3. Clarity of Speech
 - 3.1. Listening for differences in pronunciation
 - 3.2. Listening for correct/incorrect production
 - 3.3. Pacing
 - 3.4. Pronouncing final consonants
 - 3.5. Elongating the stressed syllables in words
 - 3.6. Raising pitch on stressed words
4. Final Sound Endings Related to Grammatical Forms
 - 4.1. Contractions: including present and future tenses and negatives
 - 4.2. Pronunciation of past tense endings of regular verbs
 - 4.3. Pronunciation of third person singular endings in present tense
5. Phonics Rules
 - 5.1. Short and long vowels
 - 5.2. Silent e rule
 - 5.3. Silent letters
 - 5.4. Relationship of spelling patterns to pronunciation
6. Semantics
 - 6.1. Homonyms
 - 6.2. Homographs
 - 6.3. Homophones
 - 6.4. Word confusions (present versus past tense of *read*)
 - 6.5. Allophonic variations of consonants
7. Syllable Stress Within Words
 - 7.1. Definition
 - 7.2. Syllables added for *s* and *ed* endings
 - 7.3. Stressed and unstressed syllables in words
 - 7.3.1. Multi-syllabic words
 - 7.3.2. Prefixes, suffixes and root words
 - 7.3.3. Compound nouns
 - 7.3.4. Noun-verb stress patterns (a record, to record)
 - 7.3.5. Unstressed vowel (*schwa*) for unstressed syllable and elongated vowel for stressed syllable
 - 7.4. Syllable reduction
8. Sentence Stress and Rhythm
 - 8.1. Stress in phrases and sentences
 - 8.2. Stress and rhythm related to content and function words
 - 8.3. Stress for emphasis
 - 8.3.1. Stress for new information
 - 8.3.2. Stress for clarification
9. Phrasing
 - 9.1. Noun, verb and prepositional phrases

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.2. Appropriate pausing and pitch fall at the end of thought groups and clauses
- 10. Rising/Falling Intonation
 - 10.1. Declaratives
 - 10.2. Interrogatives
 - 10.2.1. Wh questions
 - 10.2.2. Yes/no questions
 - 10.2.3. Tag questions
 - 10.3. Exclamatory
 - 10.4. And/or patterns
- 11. Informal Speech
 - 11.1. Word reductions and reduced syllables
 - 11.2. Phrase and/or sentence reduction and reduction of auxiliary verbs
 - 11.3. Modal reduction
 - 11.4. Linking
 - 11.5. Blending
- 12. Cultural Awareness
 - 12.1. Recognizing diverse sounds and intonation patterns of different languages
 - 12.2. Understanding cultural differences that impact cooperative interactions
- 13. Soft Skills
 - 13.1. Team work
 - 13.2. Active listening
 - 13.3. Turn-taking

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Pronunciation textbooks
2. Choral readings
3. Literature
4. Famous speeches
5. Reading materials from the community
6. Newspapers
7. Lessons from other classes
8. Online resources
9. Computer Assisted Language Learning (CAL) Resources

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to:

1. Completing self-report progress sheets
2. Taking notes on instructor presentations
3. Completing assigned written exercises
4. Partner dictation activities

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Creating and maintaining a list of words that are difficult to pronounce to share in class
2. Listening to information presented via diverse media related to classroom instruction to share in class
3. Recording self for critiquing in class

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include but are not limited to:

1. Distinguishing receptively between correct and incorrect pronunciation patterns
2. Listening to readings and/or recordings of self and/or classmates and monitoring the degree of intelligibility
3. Evaluating one's recorded speech to identify errors and make appropriate corrections

EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

1. Attendance and class participation
2. Student use of self-reported progress sheets to identify own improvements
3. Pronunciation profile completed by teacher after listening to a short recording
4. Pre and post-listening tests to assess auditory discrimination of targeted sounds
5. Pre and post student recording of a particular reading or speaking exercise with evaluations completed by teacher and student

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Lecture/laboratory
2. Demonstration
3. Practice with software and online tools
4. Group and individual activities focused on listening comprehension
5. Paired drill activities
6. Multi-media presentations

METHOD OF INSTRUCTION (CONTINUED)

7. Field trips

Technology is integrated into instruction via software and online pronunciation resources. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

- Accurate English*, R. Dauer, Regents/Prentice Hall, current edition
- Clear Speech from the Start*, J. Gilbert, Cambridge University Press, current edition
- Pronunciation Plus*, Hewings and Goldstein, Cambridge University Press, current edition
- Clear Speech Pronunciation and Listening*, J. Gilbert, Cambridge University Press, current edition
- English Pronunciation Made Simple*, P. Gilbert & L. Poms, Pearson ELT, current edition
- Focus on Pronunciation*, Books 1-3, L. Lane, Pearson ELT, current edition
- Grammar Chants*, C. Graham, Oxford University Press, current edition
- Phonics Patterns*, E. Fry, Contemporary Books, current edition
- Pronunciation Pairs*, A. Baker & S. Goldstein, Cambridge University Press, current edition.
- Pronunciation Plus*, M. Hewings and S. Goldstein, Cambridge University Press, current edition.
- Pronunciation Practice: The Sounds of North American English*, C. Burril, Pro Lingua Associates, current edition
- Rhythm and Role Play*, C. Graham, Jag Publications, current edition
- Sound Advantage, A Pronunciation Book*, S. Hagen and P. Grogan, Prentice Hall Regents, current edition
- Sounds Great, Books 1 & 2, Beginning Pronunciation for speakers of English*, B. Beisbier, Heinle & Heinle, current edition
- Target Pronunciation*, S. Miller, Houghton Mifflin Harcourt, current edition
- Well Said, Advanced English Pronunciation*, Linda Grant and Eve Einselen Yu, Cengage, current edition

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REVISED BY _____ Date _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

- San Diego Community College District Policy 3100
- California Community Colleges, Title 5, Section 55002
- Continuing Education Catalog