

College of San Mateo
Official Course Outline

1. COURSE ID: ESL 810 **TITLE:** Phonics for Non-Native Speakers

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 16.0-18.0 TBA hours

Method of Grading: P/NP Only

Recommended Preparation:

Students are strongly advised to concurrently enroll in ESL 845 or a higher level conversation course, ESL 855 or higher level reading course, and ESL 825 or a higher level writing course.

2. COURSE DESIGNATION:

Non-Degree Credit

Transfer credit: CSU

3. COURSE DESCRIPTIONS:

Catalog Description:

Introduction to basic speech sounds and practice in phonetic techniques for pronouncing, reading, and spelling unknown words. (Units do not apply toward AA/AS degree.)

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Apply the relationship between phonograms and sounds to the pronunciation/decoding of unfamiliar words.
2. Apply the relationship between phonograms and sounds to spell higher-level words.
3. Recognize, interpret, and use American dictionary symbols for pronunciation/decoding purposes.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Apply the relationship between phonograms and sounds to the pronunciation and/or reading of unfamiliar words (SLO #1).
2. Apply the relationship between phonograms and sounds to spell higher-level words (SLO#2).
3. Recognize, interpret, and use American dictionary symbols for pronunciation/reading purposes (SLO #3).
4. Use learned teeth/tongue/lip positions when pronouncing English words.
5. Use phonetic knowledge to correctly hear sounds when listening in various classroom and non-classroom situations.

6. COURSE CONTENT:

Lecture Content:

Class lecture content would include the teaching of phonetic skills that would help students pronounce and distinguish the following sounds:

- consonants/consonant blends
- long and short vowels (including "y" vowel patterns)
- vowel digraphs and diphthongs
- vowel + r
- c/g, qu, x, s/ss
- -ed
- -dge
- schwa
- ff, ll, zh

In addition, basic rules of syllabication/accent and silent letters would be covered.

A REPRESENTATIVE SCHEDULE IS AS FOLLOWS:

1. Weeks # 1 - 5

- A. 1 & 2 Consonants-Brothers and Borrowers
- B. 3 Review - UNIT TEST Brothers, Cousins, and Borrowers
- C. 4 & 5 Vowel Circle/Long & Short Vowels

2. Weeks 6-18

- A. 6 & 7 UNIT TEST Vowel Circle, Vowel Digraphs & Diphthongs-Phonics, Guidelines, pp. 135-136, 139-143, 146-158, Vowel & R-Phonics Guidelines, pp. 167-176
- B. 8 &9 Review - UNIT TEST All Vowel Sounds and Rules

- C. 10 Review for Midterm -MIDTERM EXAM
- D. 11 Vowel Patterns, C & G Rules-Phonics Guidelines, pp. 30-40, -dge Rules-Handout
- E. 12-13 Qu, X, and Y Phonic Guidelines, pp. 40-50, Review, UNIT TEST C, G, Dge, Qu, X, & Y Vowel Patterns
- F. 14 & 15 Schwa-Phonics Guidelines, pp. 84-86, Syllables-Phonics Guidelines, pp. 104-116, Consonant Blends
- G. 16 UNIT TEST Schwa, Syllables, Consonant Blends, -ED Rules-Phonics Guidelines, pp. 118-120
- H. 17 S Rules-Phonics Guidelines, p. 44 and Handouts, UNIT TEST ED and S, SS, FF LL CK, ZH Rules, Silent letters-Handouts
- I. 18 Final Exam

TBA Hours Content:

This course requires 16 TBA hours to be completed in the Reading and ESL Center under the supervision of instructors. Students are required to work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on phonetic elements--e.g., pronunciation of vowels, consonants, blends, and diphthongs.

For example, students would watch a DVD in which a former CSM instructor pronounces sounds studied in class. Students would listen to the sounds, watch the teeth/tongue/lip position, and imitate the sounds and mouth positions.

Another TBA activity would be to listen to a computer program that targets troublesome sounds. If a student needed help distinguishing short a from short e, a vowel discrimination program would pronounce pairs of words and ask students to write down whether a short a or a short e was heard; students would then check their answers using a printed answer key.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Other (Specify): 1 Activating student schema when introducing sounds or phonetic rules. 2. Using inductive reasoning and multi-sensory approaches to assist students to deduce the correct pronunciation of sounds and to begin to determine the phonetic rules (e.g., listening to and pronouncing sounds, writing words, and observing one's own teeth /tongue/lip positions is a hand-held mirror). 3. Demonstrating how to make sounds or how to use the rules to correctly pronounce or read a word. 4. Explaining/showing how to use phonetic rules to correctly spell words and to read the dictionary symbols in American dictionaries to correctly pronounce words. 5. Providing pair, small group, and class discussion activities to illustrate the rules and practice the sounds. For example, students might play a vowel bingo game. Students fill in a 16 square paper with vowels chosen by the teacher. The teacher makes the sound and each student marks it on his/her paper. When a student marks 4 in a row, he/she must correctly say those vowel sounds aloud to win.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- 1. Copy phonetic rules and examples as presented by instructor.
- 2. Complete worksheet homework assignments from the course text.
- 3. Work in pairs and/or small groups to write dictionary symbols and/or correctly spell unfamiliar words. Answers would be written on handouts and/or the white board followed by class discussion/evaluation of the answers.
- 4. Write words and sounds as dictated by the instructor.

Reading Assignments:

- 1. Homework assignments from the main course text, Phonic Guidelines: An Introduction.
- 2. Reading and reviewing handouts and rules/notes copied from class lectures. (Students will copy rules and notes and keep them in a notebook.)

Other Outside Assignments:

- 1. Memorizing sounds of vowels and consonants to be able to pronounce and recognize the sounds and apply them to unfamiliar words.
- 3. Memorizing the phonetic rules and applying them to unfamiliar words.
- 4. Recognizing and memorizing American dictionary symbols and use them to pronounce unfamiliar words.
- 5. Practicing phonetic sounds and rules using assigned materials in the Reading & ESL Center. (See explanation in the next section.)

To be Arranged Assignments:

This course requires 16 TBA hours to be completed in the Reading and ESL Center under the supervision of instructors. Students are required to work with supplemental textbook/workbook materials, modules, and/or computer programs focusing on phonetic elements, e.g. pronunciation of vowels, consonants, blends, and diphthongs. Completion of by arrangement hours is a requirement of the course. (Specific examples of TBA assignments are listed in "TBA Hours Content" section.)

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Exams/Tests
- B. Homework
- C. Quizzes
- D. 1. Homework assignments to practice subject-related content. 2. Written and oral quizzes to determine student mastery of each unit, 3. A midterm examination and a comprehensive final examination, 4. Completion of TBA hour requirement in the Reading and ESL Center.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Paul Holmes. *PHONICS GUIDELINES: AN INTRODUCTION*, ed. Kendall-Hunt, 1980

Other:

- A. American Heritage Dictionary (either the regular paperback or the version for ESL students)
- B. Patterns of Sound, O. Sims, McGraw-Hill 1974
- C. Vowel Discrimination, R. McCawley, Indiana Univ., 1984
- D. KISP (Knight individualized spelling program), E. Knight, Educators Publishing Service, 1975
- E. Relevance of Sound, F. Coolidge, Westinghouse Learning Press, 1971
- F. Carole's Consonants (DVD) and Carole's Vowels (DVD), developed by a former CSM instructor
- G. *Note: Although several of these materials are more than five years old, they are standard phonic materials with rules and practices that have not changed. The course text was developed for this CSM course by a former CSM professor. Other than retyping, it needs no alterations. It is a time-tested text using a specific, effective teaching method appropriate for this course.

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Course Originator: Nancy Paolini