

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 888 **TITLE:** Pronunciation of English Stress, Rhythm and Intonation
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Pass/No Pass Only
Recommended Preparation:
 Eligibility for ESL 847

2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

 Designed to enable non-native speakers of English to improve their pronunciation. The class focuses on reducing misunderstandings and reducing non-native accents with an emphasis on word stress, rhythm, focus, intonation, and linking and blending.

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

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

1. Identify, distinguish and correctly pronounce American English word stress using word stress patterns.
2. Understand and imitate the basic emphasis pattern (rhythm) of English and understand reductions.
3. Identify and use appropriate sentence focus and intonation patterns of English.
4. Understand and imitate English linking and blending patterns.
5. Identify and correct individual pronunciation and speech problems related to above concepts (as identified by instructor) in spontaneous conversations.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

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

1. Identify, distinguish and correctly pronounce American English word stress using word stress patterns.
2. Understand and imitate the basic emphasis pattern (rhythm) of English and understand reductions.
3. Identify and use appropriate sentence focus and intonation patterns of English.
4. Understand and imitate English linking and blending patterns.
5. Identify and correct individual pronunciation and speech problems related to above concepts (as identified by instructor) in spontaneous conversations.

6. **COURSE CONTENT:**

Lecture Content:

1. Students record diagnostic speech sample for instructor analysis.
2. Word Stress
 - Schwa and syllables
 - How stress is marked in dictionary
 - Common Word Stress Patterns
 - Individual Student Word Stress Errors
3. Basic Emphasis Pattern
 - Content and Function Words
 - Reductions
4. Thought Groups and Sentence Focus
 - Normal Focus Patterns
 - Reasons for Focus /changes
5. Intonation
 - Statement Intonation
 - Question Intonation
 - Various Additional Intonation Patterns and Their Meanings
6. Linking and Blending

Lab Content:

 n/a

TBA Hours Content:

There is no TBA requirement for this course.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Individualized Instruction
- D. Other (Specify): The following are some of the strategies that will help students to successfully meet the course objectives mentioned above. A communicative framework for teaching pronunciation will be employed, generally moving through the following phases in teaching each concept: 1 – Description and Analysis 2 – Listening Discrimination 3 – Controlled Practice 4 – Guided Practice 5 – Communicative Practice 6 – ‘Natural’ and ‘Spontaneous’ Self-monitoring Practice In-class instruction: 1. Instructor mini-lectures and demonstrations; instructor feedback and correction for individuals and groups 2. Use large and small body movements to practice and distinguish pronunciation features of stress, rhythm, focus, intonation and linking/blending 3. Listen and practice to distinguish pronunciation features in words, phrases, short exercises or reading and in natural spoken discourse 4. Read and discuss the key ideas in the text and the technical aspects of sound and speech production. 5. Maintain individual lists of word stress problems, used for controlled, guided and communicative practice 6. Practice self-monitoring activities during functional conversations in groups and in pairs that are later graded and that are used as a source of feedback to students. 7. Have students share particular sound and/or speech performance problems with the class and/or have students ask for the correct pronunciation of words, phrases, and clauses from the home, work, community and school environments.

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

n/a

Reading Assignments:

1. Read the textbook

Other Outside Assignments:

1. Listen to and produce target language using text, audio, and online resources
2. Prepare presentations, paired conversations and individual performances
3. Record small speech samples, focusing on different aspects of pronunciation -- both graded and for feedback-only purposes
4. Use TV, radio, internet and other media to listen to, analyze and imitate native speakers and natural, spontaneous conversations
5. Intensive pronunciation self-monitoring during natural, spontaneous conversations

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Homework
- E. Oral Presentation
- F. Quizzes
- G. Written examination
- H. 1. Administer and evaluate student inventory of American speech at the beginning and end of the semester. 2. Graded written quizzes and listening exercises. 3. Graded student recordings on specific pronunciation features. 4. Short paired and individual graded oral presentations. 5. Have a final graded evaluation with written exercises, student recording, and in-class conversations or presentations. Possible Grading Criteria: Weekly homework and/or other assignments 30% Class participation 5% Spy on Yourself (self-monitoring out of class) 20% Written Quizzes 20% Recorded and In-class Spoken Quizzes 25%

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Noll, Melody. *American Accent Skills: Book 1, Intonation, Reductions and Word Connections*, ed. Oakland: Ameritalk Press, 2013

B. Grant, Linda. *Well Said: Pronunciation for Clear Communication*, 4th ed. Boston: Cengage Learning, 2016

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Course Originator: Emily Kurland