**Course Title:** ESL: Pronunciation Workshop  
**Department:** Humanities  
**Curriculum:** ESL  

| Course Code: | ESL*149 |  
| Course Type: | L |  
| Elective Type: | FL/G/HU/LAS |  

**Course Code:** (eg. ACC 101)  
**Course Type:**  
- L: Lecture  
- 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/Studio  

**Credit Hours:** 3  
**Developmental:** (yes/no) No  
**Lecture:** 3  
**Clinical:** 0  
**Lab:** 0  
**Studio:** 0  
**Other:** 0  

**Contact Hours:** TOTAL: 3  
**Class Maximum:** 21  
**Semesters Offered:** F/S  

**Prerequisites:**  
Grammar III (ESL*135) or ESL: Writing & Reading III (ESL*133), or placement test score, or permission of Department Chair  

**Corequisites:** None  
**Other Requirements:** None  

**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:**  
I. Introduction to the elements of pronunciation  
II. The sounds of English  
   a. Consonants  
      1. past tense endings  
      2. plural endings  
      3. other issues relating to consonants  
   b. Vowels  
      1. vowels of English  
      2. diphthongs of English  
      3. vowel-initial words
III. Intonation patterns
   a. Rising intonation
      1. yes/no questions
      2. phrases internal to the sentence
   b. Falling intonation
      1. statements
      2. information questions
   c. Tag questions
   d. Drop-rise (asking for information)

IV. Rhythm
   a. Phrases of English
   b. Stress-times language
   c. Can/can’t and other rhythm based effects on pronunciation

V. Stress
   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

VI. Other effects on pronunciation of words and phrases
   a. Linkings
   b. Deletions
   c. Assimilations
   d. Contractions
   e. Superclusters
   f. Spelling/speaking correspondences and miscues
   g. Voice range and projection

VII. Body language
   a. Gesture
   b. Facial expressions
   c. Cultural norms expressed through body language

Upon successful completion of this course, the student will be able to do the following:

COURSE:
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

PROGRAM: (Numbering reflects Program Outcomes as they appear in the college catalog)
**GENERAL EDUCATION:** (Numbering reflects General Education Outcomes as they appear in the college catalog)

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.

   **Demonstrates:** Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

   **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.

**Evaluation:**

List how the above outcomes will be assessed.

Assessment will be based on the following criteria:

Course outcomes will be evaluated through homework assignments, quizzes, exams, and oral presentations.

**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.

Required: None

Desired: Language Lab and/or access to tape recorders

**Textbook(s)**

Refer to current academic year printout.