Course Objectives:
1. To learn the English sound system—be able to distinguish the various consonant and vowel sounds.
2. To become familiar with non-English sounds used in some other languages.
3. To hear and mark (on phonetic transcription) suprasegmental phonemes.
4. To analyze an ESL learner’s speech.
5. To learn how to design a pronunciation improvement syllabus (based on a speech analysis) for an ESL learner.
6. To learn to use a phonetic alphabet to transcribe English sounds, mono- and poly-syllabic words, phrases, and sentences.
7. To become familiar with some instructional materials for teaching English pronunciation to ESL learners.
8. To understand the importance of suprasegmental phonemes in the comprehension of oral English.

Course Calendar:
July:
06 Introduction and Chapter 1-Spelling and Pronunciation
7-8 Chapter 2-Individual Sounds of English (Consonants & Vowels)
9 Chapter 3-English Sounds in Context
12 Chapter 4-The Shape of English Words
13 Chapter 5-Word Stress and Vowel Reduction
   Chapter 6- Connected Speech
14 Chapter 7-Common Pronunciation Problems
15 Chapter 8-Problems of Selected Language Groups
19 Chapter 9-A Communicative Approach to Pronunciation
10 Pronunciation Syllabus Design: A Question of Focus
16 Research for Syllabus
19 Chapter 11-Suprasegmentals in the Pronunciation Class: Setting Priorities
   Chapter 12-Pronunciation-based Listening Exercises for the Multi-level Class
20 Chapter 13-Teaching Pronunciation: An Inventory of Techniques
21 Chapter 14-Developing Self-Correcting and Self-Monitoring Strategies
   Chapter 15-Developing Natural and Confident Speech
22 Pronunciation Syllabus Presentations
23 FINAL EXAM (All assignments are due.)

Grading Policy:
Final Exam 30%
Quizzes 15%
Pronunciation Syllabus – 40%
Classroom Discussions – 15%
Activities:

1. A pronunciation syllabus will be developed by each class member. The syllabus will be for an ESL learner. The syllabus will include:
   - A recorded speech sample of the individual for whom the syllabus is developed.
   - An analysis of the phonological needs of the ESL learner (use check sheet and narrative analysis).
   - A pronunciation syllabus (as described in class) designed for the ESL learner to improve his/her English pronunciation.
   - A bibliography identifying the location of the materials used in the syllabus (each activity should be labeled as to its location and then referenced in the bibliography).
   - All of the above will be put together in a folio for easy access and usefulness. A table of contents should be included at the front of the folio. Be sure to secure the audio tape so it will not fall out of the folio.

2. Quizzes will be given from time to time on the previous day’s readings and discussion.

3. Students are expected to participate in daily discussions on classroom topics.

4. Final Exam will be given on the last day of class and will cover all of the material discussed in class.

   If you have a certified disability, please explain this in writing to the instructor who will attempt to assist you in compensatory learning strategies.

   The instructor reserves the right to make adjustments in this syllabus, including grading policy, if the instructor believes it to be in the best interest of the students’ education.