Course Description:
Principles of articulatory phonetics and American English phonology are included in this course. English and other language sound systems are contrasted. Application of articulatory phonetics to ESL instruction is also included.

Instructor: Dr. Danny W. Hinson
Telephone number: 471-3310
E-Mail: dhinson@cn.edu
Office: CGE 1st Floor
Office Hours: MWF 9:00-11:00; MW 1:30-3:30
TR 3:00-4:30

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 a second language learner’s speech.
5. To learn how to design a pronunciation improvement syllabus (based on a speech analysis) for a second language 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/EFL learners.
8. To understand the importance of suprasegmental phonemes in the comprehension of oral English.

Conceptual Framework: Course meets TN. Department of Education content guidelines; teacher competency to recognize and correct second language learners’ pronunciation skills.

Course Calendar and Outline:
Aug. 25 Introduction and Chapter 1-Spelling and Pronunciation
30 Chapter 2-Individual Sounds of English (Consonants & Vowels)
Sept. 06 Chapter 3-English Sounds in Context
13 Chapter 4-The Shape of English Words
20 Chapter 5-Word Stress and Vowel Reduction
29 Chapter 6- Connected Speech
Oct. 06 Chapter 7-Common Pronunciation Problems
13 Fall Break-No Class
18 Chapter 8-Problems of Selected Language Groups
20 Mid-term Exam
25 Chapter 9-A Communicative Approach to Pronunciation
Nov. 01 Chapter 10-Pronunciation Syllabus Design: A Question of Focus
08 Chapter 11-Suprasegmentals in the Pronunciation Class: Setting Priorities
10 Chapter 12-Pronunciation-based Listening Exercises for the Multi-level Class
15 Chapter 13-Teaching Pronunciation: An Inventory of Techniques
17&22 Pronunciation Syllabus Presentation- Due November 22nd
29 Chapter 14-Developing Self-Correcting and Self-Monitoring Strategies
Chapter 15-Developing Natural and Confident Speech
Dec. 01&06 Research Paper Presentations
13 FINAL EXAM – 3:00-5:00 pm
Activities:

1. **Weekly Quiz** on the previous lecture and readings. There will be 12 quizzes and you will be able to drop your two lowest scores. Each quiz is worth 20 points for a total of **200 points**.

2. A **pronunciation syllabus** will be developed by each class member (course artifact for PDP) (**300 points**). The syllabus will be for a second language 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 second language learner (use check sheet and narrative analysis).
   - A pronunciation syllabus (as described in class) designed for the second language 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.
   - **Brief presentation on your pronunciation syllabus on November 17th or 22nd.**
   - **Due on November 22nd.**

3. **Research Paper** on a course topic. Paper will be 5-7 pages, double-spaced, with 12 pt. maximum text font size and follow the APA style for format and citations (evaluation rubric will be provided). Presentation of research paper to the class will be on December 01 & 06. (**200 points**)

4. **Pronunciation Practicum**—you are required to meet with a second language learner for a minimum of 15 hours during the semester. During that time you will assist the learner with areas of pronunciation that need to be strengthened. A 2-3 page reflection on the tutoring experience is due the last day of class—December 13th. (**100 points**)

5. **Mid-term Exam**—October 20th (**100 points**)

6. **Final Exam**—December 13th (**100 points**)

**Grading Policy:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Your Points</th>
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<tbody>
<tr>
<td>Weekly Quiz (20 points x 10 weeks)</td>
<td>200</td>
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<tr>
<td>Pronunciation Syllabus</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Pronunciation Practicum</td>
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<td>Mid-term Exam</td>
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<td>Final Exam</td>
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**Total Points** **1000**

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<th>Point Range</th>
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<tr>
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<td>830-919</td>
<td>B</td>
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<td>750-829</td>
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<td>&lt; 750</td>
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SYLLABUS CHANGE POLICY
Based on the needs of the students and extenuating circumstances and/or unforeseen events, the instructor reserves the right to alter the syllabus and the activities required for evaluation to ensure that course objectives are appropriately addressed. No extra credit activities will be permitted for individual students unless those activities are made available to all students.

ATTENDANCE POLICY
The attendance policy for classes, as stated in the college catalog, is as follows:
Attendance at all class meetings is expected, and students are responsible for all the work of all class meetings. If students miss class for any reason, they are obligated to obtain assignments for work missed. Students will not be penalized and can make up class work they miss if a documented illness, the death of immediate family member, or participation in a college-sponsored activity caused the absence. Otherwise, the instructor has no obligation to allow students to make up their work.

Academic activity will be monitored for all students. Each individual faculty member will establish the consequences for absences and publish these in the course syllabus.

Any student who does not attend class during the first week the class meets will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by this withdrawal. Refer to the Refund Section of the catalog for more detailed information.

Students who fail all courses due to non-attendance or lack of academic activity will be administratively withdrawn from the college for the semester. The last date of academic activity will be used to determine the date of the administrative withdrawal from the college. Financial Assistance recalculations will be processed for students who are administratively withdrawn from the college within 45 days of the date of determination. If a student is administratively withdrawn from the college, financial assistance eligibility may be affected.

STUDENTS WITH DISABILITIES
Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact Mr. David Humphrey in the Wellness Center to provide appropriate documentation. He may also be reached at 471-3268 or 471-4808, through campus mail at Box 72018, or by email at dhumphrey@cn.edu.