

**CUYAMACA COLLEGE**  
COURSE OUTLINE OF RECORD

**ENGLISH AS A SECOND LANGUAGE 090 – AMERICAN ENGLISH PRONUNCIATION I**

3 hours lecture, 3 units  
*Total contact hours: 48-52.5*

**Catalog Description**

Beginning course designed to assist non-native American English learners develop oral and aural language skills through the improvement of understanding spoken English and articulation of the language. Lessons will facilitate non-native speakers' learning of English through beginning level repetition and oral discrimination exercises; stress, rhythm and intonation exercises; and other types of oral production activities including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates. Beginning level listening tasks include aural discrimination exercises, evaluating short student speeches, dictations, note-taking, and comprehension tests. **Pass/No Pass only. Non-degree applicable.**

**Prerequisite**

None

**Course Content**

- 1) Discrimination between American English phonemes with a focus on problem sound contrasts
- 2) Development of an understanding of syllables including counting syllables, identifying stressed syllables, and, in a conscious way, producing utterances similar to American English
- 3) Development of an understanding of pitch patterns, e.g., falling pitch for statements and rising pitch for yes-no questions, and producing utterances with rhythm and intonation that is comprehensible
- 4) Discrimination between voiced and voiceless consonant phonemes with a focus on problem sound contrasts
- 5) Contractions and other reduced forms of speech
- 6) Introductory explanation of the International Phonetic Alphabet
- 7) Course textbook drills and exercises at the intermediate level
- 8) Discussion of general principals in American English pronunciation
- 9) Performance and assessment of various oral production activities including poster talks, situational role-plays, short planned or impromptu speeches, and informal debates at the intermediate level

**Course Objectives**

Students will be able to:

- 1) Differentiate native-language phonemes from American English both orally and aurally as measured in dictation and short speech exercises.
- 2) Differentiate native-language stress, rhythm, and intonation patterns from American English both orally and aurally as measured in speech-recognition exercises and short speech recordings.
- 3) Accurately produce the American English phonemes in repetition and sound discrimination drills as measured by the instructor.
- 4) Improve production of American English phonemes in connected speech as measured by instructor and student analyses and evaluation of recorded speech.
- 5) Improve stress, rhythm, and intonation appropriate to American English as measured by instructor and student analyses and evaluation of recorded speech.
- 6) Understand and use contractions and other shortened forms in repetition drills as quantitatively measured by the instructor.
- 7) Evaluate and correct grammar, syntax, and function-word errors used in language produced in class (including the omission of inflectional morphemes, auxiliary verbs, prepositions, and determiners) as measured by the instructor using a rubric applied to short student speeches.
- 8) Display knowledge and use of the International Phonetic Alphabet in exercises and quizzes.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Dictation exercises scored on a simple rubric measuring students' ability to recognize words and sentences in aural settings such as lectures and speeches.
- 2) Short speech exercises based on a rubric and measuring students' ability to present quick, comprehensible oral information.
- 3) Rubric-graded speech recordings at intervals in the class that measure students' progress in adjusting stress, intonation, and other prosodic elements of their overall pronunciation.
- 4) Homework exercises based on the textbook, computer program, or instructor-generated worksheet (graded on basis of completion) measuring students' comprehension of the elements of pronunciation.
- 5) Quizzes and final exam measuring students' knowledge and use of the International Phonetic Alphabet and general concepts of American English pronunciation discussed in class.

**Special Materials Required of Student**

- 1) Voice recording medium and storage and playback capability (tape recorder, MP3 player, iPod or some other audio device)
- 2) College English dictionary

**Minimum Instructional Facilities**

- 1) Smart classroom with video recording/playback equipment, document camera, audiocassette player
- 2) Computers with pronunciation improvement software

**Method of Instruction**

- 1) Repetition exercises
- 2) Lecture on various aspects of effective communication, such as active listening principles, speech rhetoric, pitch patterns of thought groups in longer utterance, and more
- 3) Demonstration and charting the place and manner of articulation of the phoneme
- 4) Phonemic discrimination drills contrasting native-speaker and non-native speaker phonemes
- 5) Diagramming, demonstration and production of common American English intonation patterns using drills, multimedia recordings, and charts
- 6) Textbook and instructor-generated worksheet exercises individually assigned or in small group practice
- 7) Video demonstrating pronunciation patterns of American English
- 8) Computer-assisted exercises and analyses
- 9) Individual conferences discussing diagnostic test results, pronunciation improvement goals, and evaluation
- 10) Written exercises including interviews, surveys, reflections, dictations, and short speech outlines

**Out-of-Class Assignments**

- 1) Self-recordings of dialogues and impromptu short speeches
- 2) Written exercises involving the International Phonetic Alphabet

**Texts and References**

- 1) Required (representative example): Chan, Marsha. *Phrase by Phrase*. 2nd edition. Sunburst Media, 2009 (current edition).
- 2) Supplemental: None

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Demonstrate the production of basic American English phonemes like /r/ /l/ /th/ and the vowels.
- 2) Differentiate the sound pattern of an American English sentence from sentences of other languages.
- 3) Produce paragraph-long discourse that can be understood by native speakers with little or less effort.
- 4) Identify the aspects of American pronunciation that differ from other languages.
- 5) Self-evaluate one's pronunciation improvement and deficiencies that still require work.

**Student Learning Outcomes**

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

- 1) More closely approximate native-speaker speech in intonation, pauses, reductions, and stress as measured by a native speaker expert (before-course and after-course recordings are used to measure this outcome).
- 2) Display knowledge of a phonetic alphabet by identifying sounds with symbols.