

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BASIC PRONUNCIATION--ESL
ENGL 1040 (formerly ENG 1040)

Class Hours: 3.0

Credit Hours: 1.0

Laboratory Hours: 0.0

Date Revised: Spring
00

Catalog Course Description:

A course to help international students improve their English speaking skills and master the patterns of English spelling. Students practice the production of English sound patterns and related spelling patterns. Highly recommended to all ESL students who do not have excellent pronunciation.

Entry Level Standards:

TOEFL test not required, but an elementary to intermediate knowledge of spoken English is required; determined by interview.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:

Norine Dresser, *Our Own Stories*. White Plains, N.Y.: Longman, 1993.
Longman Dictionary of Contemporary English, 2nd edition. Harlow, Essex, England: Longman, 1987.
Silverstein, Bernard, *NTC's Dictionary of American English Pronunciation*. Lincolnwood, IL: National Textbook Company, 1994.

I. Week/Unit/Topic Basis:

This is a suggested plan of assignments for the semester. Instructors should choose readings, prepare writing assignments, and provide their own schedule of assignments.

Week	Topic
1	Syllabus/Introductions. Placement Check
2	Overview of phonemes and pronunciation; pp. 5-9
3	Clothing [i], [], [e]. Vocabulary Quiz 1
4	Holidays [], [], []. Oral Report 1
5	Health [], [], []. Vocabulary Quiz 2
6	Food [o], [], [a]. Oral Report 2
7	Eating Out [], [], []. Vocabulary Quiz 3

- 8 Review phonemes and phonetics. Quiz 1
- 9 Confusing phrases [b], [t], [d]. Vocabulary Quiz 4
- 10 Body Language [k], [g], []. Oral Report 3
- 11 Touching [f], [v], []
- 12 Dating [], [s], [z]. Vocabulary Quiz 5
- 13 Parent/Children [], [], [h]. Oral Report 4
- 14 Women [], [], [m]. Vocabulary Quiz 6
- 15 Aging [n], [], [w]. Oral Report 5
- 16 Prejudice [l], [r], [j]. Phonetics Quiz 2; Final Exam Period

II. Course Objectives*:

- A. Be familiar with Silverstein' s system of phonetic description, and shall be able to reproduce any given word accurately when provided with a phonetic description of the word. I.5, I.1, I.4
- B. Correctly transcribe the sounds of any work in phonetic notation as dictated. I.5, I.1, I.4
- C. Practice pronunciation with particular attention to the problems posed by his own language of origin. I.1, I.4
- D. Master vocabulary related to the readings. I.5, I.2
- E. Participate fully in conversation and all class activities in order to increase oral competency and understandability. I.4, I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Conduct short routine conversations. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies*
2. Give and understand directions, interpret and give instructions, and describe locations. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategies, Active Learning Strategies*
3. Produce and synthesize multiple clues in the second language in order to solve a problem. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Problem and Decision Making Outcome, Active Learning Strategies*
4. Differentiate between memorized material and creating with language. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategies, Active Learning Strategies*

5. Develop oral presentation skills and present individual and group information from research. *Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
6. Internalize the work ethic by attending class regularly, being punctual, cooperating with the instructor and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Familiarize himself/herself with all of the phonemes used in spoken English. A, B
2. Correctly render any word with phoneme symbols. A, B
3. Correctly pronounce any word written in phoneme symbols. A, B
4. Verbally participate in discussion. C, D, F
5. Overcome any reluctance to speak and to strive to make oneself understood. C, D, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 50% of grade

20% -- Frequent vocabulary quizzes are used to test the students' knowledge of and understanding of the vocabulary covered.

30% -- Two larger tests are used, one for vowels and the other for consonants, to test the students' mastery of the phoneme symbols and ability to hear and interpret the sounds.

B. Laboratory Expectations:

N/A

C. Field Work: 20% of grade

20% -- Oral reports are used to allow the students to prepare carefully to speak before an audience.

D. Other Evaluation Methods: 30% of grade

30% -- Participation in the course is an important part of evaluation; informally, the instructor is able to evaluate students' progress in pronunciation and vocabulary mastery.

VI. Policies:

Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. To allow for possible emergencies, students may miss ten percent of the regular class meetings in any

English course without penalty. Students whose cumulative absences, regardless of the reason, total more than ten percent of scheduled class meetings will be penalized for each additional absence by reduction of their final grade according to the following formula:

in a class that meets three times per week—1.5% reduction;

in a class that meets twice pr week—2.5% reduction;

in a class that meets once per week—5.0% reduction.

Additionally, the general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the “ Mitigating Circumstances” provision as described in the PSTCC Catalog.