

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

**BASIC PRONUNCIATION--ESL
ENGL 1060**

Class Hours: 2.0

Credit Hours: 2.0

Lab Hours: 0.0

Revised: Fall 2010

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 Course Materials:

Pronunciation, workbook assembled by Mary Nietling. Required.

Longman Dictionary of Contemporary English, 2nd edition. Harlow, Essex, England: Longman, 1987. Recommended.

Stern, David Alan. *Breaking the Accent Barrier: American Sound and Style*. Video Language Products. 1991.

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. Interview placement check
2	Stress and Intonation Patterns
3	Emphasis on syllables and words
4	Jump-up-step-down style of American sentences
5	Oral Presentation 1
6	Idiom group 1
7	Oral Presentation 2. Idiom quiz 1

- 8 Interviews. Idiom group 2
- 9 Oral Report 3
- 10 Idiom quiz 2. Idiom group 3
- 11 Oral Presentation 4. Idiom quiz 3
- 12 Idiom group 4. Small group discussion
- 13 Idiom quiz 4. Speaking activity
- 14 Prepare final oral presentation
- 15 Final Presentation

II. Course Goals*:

- A. Introduce students to stress patterns that will enable them to speak any given word accurately. I.5, I.1, I.4
- B. Familiarize students with American stress and intonation patterns in multi-syllabic words and sentences. I.5, I.1, I. 4
- C. Familiarize students with Stern’s instruction regarding tongue placement and muscle movement I.5, I.1, I. 4
- D. Allow opportunities for students to practice pronunciation with particular attention to the problems posed by the individual’s own language of origin. I.1, I.4. I.5, I.2
- E. Allow opportunities for students to participate fully in conversation and all class activities in order to increase oral competency and understandability. I.4, I.5
- F. Introduce students to meaning and usage of common idiomatic expressions.

*Roman numerals after course goals reference TBRs general education goals.

III. Expected Student Learning Outcome*:

The student will be able to:

- 1. Correctly use stress in spoken American English. A, B, D, E
- 2. Use intonation patterns in spoken American English. A, B, D, E
- 3. Produce the sound and style of American English. A, B, C, D, E, F
- 4. Correctly pronounce words according to established patterns. B, C, D
- 5. Verbally participate in discussion. D, E, F
- 6. Overcome reluctance to speak and make oneself understood. C, D, E
- 7. Identify certain common idiomatic expressions. F
- 8. Use certain common idiomatic expressions. F

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

IV. Evaluation:

A. Testing Procedures: 20% of grade

20% -- Four idiom quizzes test the students' knowledge of idiomatic expressions.

B. Laboratory Expectations:

N/A

C. Oral Reports: *0% of grade

80% -- Oral reports give students the opportunity to practice their skills and to speak before an audience.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Misconduct:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for Disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students

with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.