



ESL 530 - American English Pronunciation

## Catalog Entry

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**Discipline** English As a Second Language

**Course Number** 530

**Course Title** American English Pronunciation

**Total hours of instructions required to achieve course objectives:** 96.000 - 216.000

**Min Credit:** 0.000

## Requisites

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Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 302 - Beginning High or equivalent ;

## Catalog Description

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Develops English language fluency and productive and receptive skills as they relate to sound discrimination, sound inventory, stress, intonation, linking, prominence, and rhythm. The course aims to help students understand English and be understood while functioning within communicative, employment, and academic contexts.

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**Classification Code** K - Other Noncredit Enhanced Funding

**Transfer Code** C - Not transferable

**SAM Priority Code** E - Non-Occupational

**TOPS Code** 4930.86 - English as a Second Language - Speaking/Listening

**Repeatability Code** CE - Continuing Education

**Open Entry/Exit** Yes

**Grading Options** Pass/Satisfactory Progress/No Pass

## CIC Approval

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04/10/2023

## Student Learning Outcomes

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

1. **Demonstrate an understanding of the sound inventory of American English using correct consonant and vowel sounds (segmentals).**

## 2. Demonstrate correct linking, word, and sentence stress (suprasegmentals) in dialogues.

### Course Objectives

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1. Recognize and produce various sounds (e.g., stress and intonation) and grammatical patterns in the American English sound inventory.
2. Identify means of articulation and voicing.
3. Demonstrate aural/oral understanding and expression of grammatical patterns.
4. Recognize and use spelling conventions as they affect pronunciation.

### Course Content

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(Include major topics of the course, time required, and what the student is expected to learn.)

#### **Course Lecture Content**

*The ESL Program recognizes that our students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.*

1. Various sounds and patterns in the American English sound inventory: (16-36 hours)
  - 24 individual consonant sounds of the American English sound system and voiced and voiceless pairs of consonants which have the same articulation point
  - Words which have the same types of articulation but different articulation points
  - Consonant clusters
  - Letter names and sounds
  - Consonants to vowels, and vowels to vowels between words and phrases
2. Means of articulation and voicing: (16-36 hours)
  - Major articulation points
  - The effects of tongue, lip, and other mouth positions on vowel sounds
  - Tongue/Lip positions of all vowels
  - Voiced and voiceless sounds and their production.
  - Alphabet vowels (long vowels), relative vowels (short vowels), and diphthongs
  - Aspiration and correct voicing of consonants at different points of a word (initial, medial, and final)
  - Consonants and their effects on vowel sounds
  - Voiced/Voiceless consonants with the same articulation point
3. Grammatical patterns: (16-36 hours)
  - Grammatical forms (e.g., simple past tense regular and irregular verbs, plurals, and third person singular endings)
  - Words and sentences expressing changes of meaning conveyed through the rise and fall of the tone of voice

4. Stress, intonation, and other patterns: (16-36 hours)

- American English spoken at normal speed (e.g., normal conversations, in TV, on the radio)
- Unstressed syllables and vowels as well as reduced vowels (schwa sound)
- Rhythmic patterns of stress in multi-syllable words and phrases
- Appropriate intonation, stress, and linking patterns

5. Aural/Oral understanding and expression of grammatical patterns: (16-36 hours)

- Communication of ideas, feelings, and opinions
- Formal and informal speech
- Appropriate pronunciation to communicate

6. Spelling conventions as they affect pronunciation: (16-36 hours)

- Homographs and homonyms
- Consonants may be doubled and vowels that go together
- The effect of “doubling” on vowels
- The effect of final “e”

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Total hours = 96-216

## Course Materials

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### Recommended Materials

Gertrude Orion Pronouncing American English Third edition Heinle and Heinle 2012 This book has been revised by the publisher/authors in 2012 but not again since then. This popular book is used as a class set in the classroom so students don't need to purchase it. We don't receive funds to purchase new class sets, so we use what we have in stock.

Judy B. Gilbert Clear Speech Fourth edition Cambridge University Press 2012 This book was revised by the publisher/authors in 2012 but not again since then. This popular book is used as a class set in the classroom so students don't need to purchase it. We don't receive funds to purchase new class sets, so we use what we have in stock.

Judy B. Gilbert Clear Speech from Start Second edition Cambridge University Press 2012 This book was revised by the publisher/authors in 2012 but not again since then. This popular book is used as a class set in the classroom so students don't need to purchase it. We don't receive funds to purchase new class sets, so we use what we have in stock.

Linda Grant Well Said Fourth edition Cengage Learning 2017

Linda Grant Well Said Intro Second edition Cengage Learning 2017

### Other Required Materials

- Instructor-created materials

- Books from ESL Department recommended book lists

- Other resources from the CEC Resource Center

## What methods will be employed to help students learn?

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Check all that apply:

- **Directed Learning Activities**

**Description**

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by recognizing individual consonant sounds, voiced and voiceless pairs of consonants, and articulation points.

- **Field Trips**

**Description**

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Guest Speakers**

**Description**

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar) in their disciplines, careers, lives, and so on. In addition, students will be able to communicate their ideas, opinions and feelings about the topics mentioned in the presentations.

- **Media Presentations**

**Description**

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on the different ways words are pronounced using internet, PowerPoint, and Google Docs.

- **Oral Presentations**

**Description**

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest by reviewing vowel and consonant sounds with the class and receive feedback.

- **Other**

**Description**

*These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods listed are necessarily performed by each instructor:*

Class presentations

Distance education

Individual small and whole group listening and speaking activities in person or via recorded devices (e.g., audio scripts and video)

Individual and small group activities

Mediated learning

Mini speeches

Observations and demonstrations

Pair work

Portfolios

Projects

Role play activities

Student conferences

Teamwork

What learning activities or assignments are required outside of class?

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**Reading Assignments**

Reading labels, statements, articles, newspapers, stories, books, and other materials.

## Writing Assignments

Writing lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

## Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

## Standards of Achievement

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### How will learning be assessed? (Multiple measures must be used)

Individualized pre and post assessments

Rubrics

Teacher observation

## Grading Scale

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(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures.

(SP) Satisfactory Progress: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures.

(NP) No Pass: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.