



CAMOSUN COLLEGE – COURSE OUTLINE

English (ELD) 077- 001 – English Pronunciation Spring / Summer 2015

Instructor: Bruce McCormack
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Class times Tuesday 2:30 – 4:20 in Wilna Thomas 202
and locations: Thursday 2:30 – 3:20 in Wilna Thomas 203 & 3:30 - 4:20 in Ewing 110

Office Hours: In Ewing 210 as follows:
Tuesday & Thursday 2:00 – 2:30 a.m.
Friday: 10:00 to 11:00 (by appointment)

In-class workload: 42 hours - 4 hours per week for 10 ½ weeks
(Thursday, May 15 to Thursday, July 24)

Estimated out of class workload: 2 hours per week

Required Texts and Materials:

1. Well Said: Pronunciation for Clear Communication (Third Edition) by Linda Grant.
NOTE: In August, you can re-sell this book to the bookstore for half of the new price.
Some students choose to split the cost with another student and share the book which cuts the cost in half again.

2. **A headset for use in the lab.** In the bookstore, Stereo Headset & microphones are available (\$26.95 in the Bookstore – Fisher Building) The headset for sale in the Bookstore works well in our Labs. It is a jack headset – using 3.5 mm gold-plated plugs, but you may already have one that works well.

+ A three ring binder with index tabs and lined, loose-leaf paper. Students may also need materials for making visual aids for presentations.

Recommended: An English-English paper dictionary (Longman Dictionary of Contemporary English or similar) \



Background to the course:

Everyone has an accent. Native speakers have the accent of the country they come from, and ESL learners have “foreign” accents. Some people have accents that are easier to understand than others – but why?

It is not just the sounds of the words that make the difference. It is other things as well, such as speed, loudness, pitch and the way words are linked together. Because these things are not written on the page when we read English, it’s easy to imagine that they don’t exist or aren’t important, but they are *very* important.

Can you ever get rid of your accent completely? If you started speaking English after about the age of 15, probably not. But neither can anyone else. Yet, you can improve both the sounds of the words you use and the other components involved in clear speech. This will make you understandable to a wide range of listeners, and it is being understandable that is most important, not speaking perfectly.

Goals of the course:

This course provides a wide variety of methods and activities to improve your pronunciation. Listening practice will be an integral part of each lesson, since pronunciation and listening are closely linked skills. The main goal of the course is to enable you to interact clearly, naturally and confidently with native speakers of English in a variety of social settings.

Many people think of an English pronunciation class as mainly one where students’ vowel and consonant sounds are practiced and corrected. Most pronunciation teachers, and most of their students, however, have found such pronunciation work, if it forms the bulk of class activities, to be only minimally satisfactory. They report that such in-class drill and correction techniques often have little effect in “real life” situations.

Recent research and experience has shown that factors other than vowels and consonants are the most important to master. This course is designed to help you practice these aspects of English pronunciation, such as word stress, sentence intonation, phrasing of word groups, and pausing as well as the consonants and vowels. All of these aspects need to be mastered to some degree in order to communicate intelligibly in English.



Overview of course content:

In this course, you will improve your ability to:

- produce more natural English speech
- understand natural English speech
- predict the correct pronunciation of words and phrases

These abilities will be improved by studying and understanding the English sound system and using it correctly. This will be achieved by learning how to:

- Understand how speech sounds are physically made and why, and understand the sound system of English
- Use vowels, diphthongs, consonants and consonant clusters correctly
- Understand and use intonation, rhythm, word stress, speed, loudness, phrasing and pausing in both listening and speaking
- Use a dictionary to aid pronunciation of words
- Use spelling rules in determining the pronunciation of words.

Attendance:

Regular attendance is important in this course, as most of the work we do will be in class. If you attend regularly, participate actively in class work, and work consistently both in class and outside class, you will make progress with your pronunciation skills.



PLANNED COURSE SCHEDULE (tentative)

Week	Dates	Topic	Chapter	Scheduled Tests
1	May 4 to 8	No classes Week 1		
2	Thursday, May 14 – First Class	Introduction Start 'Louis & Dave'		
3	Tuesday, May 19 May 21	Further introductions and Lab / Sound/Spelling patterns	1 & 2	
4	May 26 & 28	Sound/spelling Patterns / Consonants / Vowels	3 Appendix B / C	
5	June 2 & 4	Consonants Vowels / Syllables & Word Endings	Appendix B Appendix C 4	
6	June 9 & 11	Syllables and word endings / Stress, rhythm, intonation	4 / 5	Thursday, June 11 Test 1 / 25
7	June 16 & 18	Stress, rhythm, intonation: Stress in Words	5 / 6	
8	June 23 & 25	Stress in Words Rhythm in Sentences / Intonation & Focus	6 / 7	Thursday, June 25 Test 2 / 25
9	June 30 & July 2	Rhythm in Sentences / Intonation & Focus	8	
10	July 7 July 9**	Intonation & Focus / Phrasing, Pausing & Linking	10	** Independent Learning – Presentation preparation
11	July 14 & 16	Final Presentations Final Test		Final Presentation / 25 Test 3 / 25
12	July 21 & 23 Class ends on Thursday, July 23	Final Presentations		



Your final grade will be based on three short tests that will be given over the course of the semester and a final presentation:

Scheduled tests (3 @ 25 marks)	75 marks
Final presentation (& preparation)	<u>25</u>
Total:	100 marks

Evaluation / Grading:

<i>Grade</i>	<i>Percentage</i>	<i>Description</i>
A+	90 - 100%	Superior level of achievement
A	85 - 89%	
A-	80 - 84%	
B+	77 - 79%	High level of achievement
B	73 - 76%	
B-	70 - 72%	
C+	65 - 69%	Satisfactory level of achievement
C	60 - 64%	Sufficient level of achievement to proceed to the next level of study
D	50 - 59%	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.
F	0-49	Student did not complete course work required but did not formally withdraw or achieved a percentage of 49% or below.
I		Work is not complete, but instructor has granted an extension. Mark will become an "F" unless the work is completed within six weeks.



Important Links:

*see ELD academic progress policy at <http://faculty.camosun.ca/johnhampton>

*Camosun Student grading policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

***Camosun Academic progress policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>**

*Camosun Student conduct at <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>