



CAMOSUN COLLEGE – COURSE OUTLINE

English (ELD) 077- 001 – English Pronunciation Fall 2018

Instructor: Bruce McCormack
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Class times/locations: Tuesday 2:30 – 3:20 in Young 219
LAB 3:30 to 4:20 in Ewing 200
Thursday 2:30 – 4:20 in Wilna Thomas 202
Wednesday, Sept 12 to Wednesday, November 21 (10 ½ weeks)

Office Hours: In Ewing 210 as follows:
Monday & Wednesday 2:00 – 2:30 in Ewing 210

In-class workload: 42 hours - 4 hours per week for 10 ½ weeks
(Wednesday, Sept 12 to Wednesday, Nov. 21)

Estimated out of class workload: 2 hours per week

Required Texts and Materials:

1. Well Said: Pronunciation for Clear Communication (**Fourth Edition**) by Linda Grant.

NOTE: This is a good textbook. Cheaper, used copies may be available in the Camosun bookstore. If you buy a new book, you can, in August, 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. 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 and likely pass the course.



PLANNED COURSE SCHEDULE (tentative)

| Week | Dates | Topic | Chapter | Scheduled Tests |
|------|--|--|---------------------------|---|
| 1 | Sept 4 to 7 | No classes Week 1 | | |
| 2 | Wedn, Sept 12 – First Class | Introduction Start a play | No textbook yet | |
| 3 | Monday, Sept 17 Wedn, Sept 19 | Your Pronunciation Profile / Syllables, Stress and Sounds | 1 & 2 | |
| 4 | Sept 24 and 26 | Syllables, Stress & Sounds / Voiceless and Voiced Sounds | 2 & 3 | |
| 5 | October 1 and 3 | Voiceless and Voiced sounds / Grammatical Endings | 3 & 4 | |
| 6 | October 8 October 10 | College Closed Grammatical Endings / Word Stress | 4 & 5 | Wedn., Oct. 10 Test 1 / 25 |
| 7 | Oct 15 and 17 | Words Stress / Stress in Words with Suffixes | 5 & 6 | |
| 8 | Oct 22 and 24 | Stress in Words Rhythm in Phrases and Sentences | 6 & 7 | Wedn. Oct. 24 Presentation 1 / 25 |
| 9 | Oct 29 and 31 | Rhythm in Sentences / Thought Groups | 7 & 8 | |
| 10 | Nov 5 and 7 | Thought Groups / Focus Words / Final Intonation | 8 & 9 & 10 (partial) | |
| 11 | Nov 12 Nov 14 | College Closed Final Intonation / Linking / Consonant Clusters | 10 & 11 & 12 (partial) | Wedn., Nov 14 Test 2 / 25 |
| 12 | Nov 19 and 21 Class ends on Wedn, Nov 21 | Final Presentations + Final Test | | Final Presentation 2 / 25 (Final Week) |

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 |
| Presentations (& 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>