ELIP 5200: English Pronunciation

Instructor:
Contact Info.
Office Hours:
Time/Location:

Required Materials:
- Native Accent subscription ($75)
- *Accurate English: A Complete Course in Pronunciation* by Rebecca M. Dauer, access to DVD player. (Available in Reserved section of library)
- Daily access to Moodle (call.ohio.edu) and Ohio University e-mail account

Course Description and Objectives:
The major emphasis in this course is on helping international students improve their pronunciation of American English for overall intelligibility and comprehension. Topics include specific vowel and consonant sounds, intonation, rhythm, fluency, and word stress. The course also helps students improve their listening comprehension and practice using correct grammatical structures. Whenever possible, students work with material from their disciplines, and there is considerable individualized instruction. Awareness of American culture and conversation conventions is also discussed and practiced.

After completing ELIP 5200, all students will be able to:
- develop their pronunciation of English in terms of individual vowel and consonant sounds.
- develop their pronunciation of English in terms of intonation, rhythm, word stress, and fluency.
- develop their listening comprehension of English as they become accustomed to the features of natural and spontaneous speech such as reductions and linking.
- become more aware of American culture to facilitate discussions.

Communication with Advisor:
Because this is a university-required class, your advisor may be notified about your progress periodically throughout the quarter. A final evaluation may be sent to your advisor at the end of the quarter.

Attendance and Course Work:
Active attendance is crucial in this course. In order to improve your speaking and pass this course, it is important that you attend every class and do all the homework and assignments. If you cannot attend a class, you are still responsible for the work, discussions, materials, content, and assignments. If you are absent four class hours, your course grade will be lowered 3%, e.g. from 95% to 92%. If you have five missed class hours, your course grade will be lowered 6%. In other words, you may miss only up to three class hours without a direct penalty. These absences are for sickness or obligations for which you must miss class (for example, presenting at a conference). If you have a health problem, an emergency, or special circumstances that cause you to exceed these absences, please discuss your situation with the instructor.
It is expected that you will spend approximately 4 hours/week on homework for this class (based on the standard 2 hours of homework for every hour of graduate credit). If you find that you are spending more time than that, please let the instructor know.

**Academic Honesty:**
The Ohio University Student Code of Conduct prohibits all forms of academic dishonesty, which include cheating and plagiarism (see <http://www.ohio.edu/communitystandards/#academic>). Academic honesty includes presentations. Please be sure that in your presentations you do not include sentences that you have copied and memorized from another source (e.g., online). If a student engages in course-related academic dishonesty in this class, the student’s grade for the presentation/assignment will be lowered, the student’s advisor may be notified, and the Office of Community Standards and Student Responsibility may be notified.

**Grading:**
You will receive a “CR” for this course if your final grade in the course is a “B-” (80%) or better, and you will take the SPEAK test at the end of the term. SPEAK test scores do not affect your final course grade and/or whether you pass the class. Your grade will be based on the following:

- 13 hours of Native Accents (NA) 20%
- 9 hours of Pronunciation Lab Tutoring (45 minutes each week) 15%
- 4 Around Athens Assignments 10%
- 8 Audio Journals 20%
- 2 Formal Presentations / Mock Classes 15%
- 1 Leading of a Discussion (LAD) 10%
- Daily Homework/Preparation 10%

Due to time constraints, late assignments will not be accepted.

**Assignments:**

**Always go to Moodle and your assignments will show up on the week they are due. The descriptions below are only for the major assignments.**

***ALL ASSIGNMENTS, ATTACHMENTS, AND E-MAIL COMMUNICATIONS MUST CONTAIN YOUR NAME AND THE ASSIGNMENT.***

**Native Accent (NA)**
Purpose: To work individually to improve your pronunciation weaknesses.

Task:
1. Purchase Native Accent (see Native Accent Instruction Sheet for details).
2. Use Native Accent for a minimum of one active/recorded hour each week.
3. It is best to work with it a little bit several times a week rather than all at once. It is also better to work with it beyond the required time per week.
4. Your grade will reflect the percentage of completion of the required hour per week of active/recorded work, and it is worth 20% of your final grade.

**Pronunciation Lab Tutoring**
Purpose: To work with a tutor on a one-to-one basis to improve individual weaknesses in pronunciation.
Task:
1. Attend the ELIP Pronunciation Lab in Gordy 358 once a week for 45 minutes each time (although you are permitted to attend two 30-minute sessions a week). You may not sign up for more than one hour a week (two 30-minute sessions) due to the limited number of hours we can offer.
2. Work on your pronunciation targets as indicated in the feedback you receive and the class schedule of assignments—tell the tutors what you need to work on.
3. Sign up through the online reservation system.
4. Once you sign up for your sessions, be sure to attend. If you cannot come, move your session to later that week using the same online reservation system so that someone else may take place. Please plan carefully since it is not possible to delete sessions in this system, and missing three reserved sessions will result in loss of sign up privileges.
5. Your final grade for this will be the percentage of your weekly attendance, and it is worth 15% of your final grade. You may not make up missed sessions from one week during the following week.

To maximize your learning and acquisition of these new pronunciation targets and speaking skills, it is not enough to do the assignments only; you will need to practice outside of the lab regularly on your own. The key to successful self-study is focused practice on a target by listening for it and using it in these real speaking situations. The following are things you can do throughout the semester to work on your personal pronunciation targets:

- Create and work with a personal list of difficult and/or commonly used words each week along with your targets (consonants, vowels, word stress). You can take it to the Pronunciation Lab, and work with the online Merriam Webster dictionary (its audio files have proper intonation and are pronounced with an American accent).
- Practice in your room in front of a mirror.
- Record yourself speaking on Audacity or Quicktime everyday to gain fluency, and then listen back to yourself. You can even do this on some cell phones while walking to or from class.
- Meet with English-speaking friends, talk to English speakers on the phone (i.e., call businesses to get information), watch TV and movies, listen to the radio, and go to events in and around Athens.
- **Make improving your speech a conscious, everyday meditation if you really want to improve.** By doing all of the above, in just one week you should be able to notice improvement if you concentrate on your goals.

**Around Athens**

**Purpose:** To gather information, practice speaking, and reflect on information gathered.

1. Visit at least 4 places in Athens and speak with people who work for and own those places. (Instruction for completing each assignment is on the “Around Athens” assignment sheet and on Blackboard/Moodle.)
2. Contact your instructor 24 hours in advance of any scheduled or unscheduled visits to the places.
3. Get answers to questions. Some questions are listed on the assignment sheet, but you must also think of your own question to ask each organization.
4. Obtain signatures from the 4 or more places you visit.
5. Submit a printed copy with answers to the questions, how each place relates to your country, and a signature from someone who works at each place.
6. This assignment is worth 10% of your final grade.

Audio Journals (AJs):
Purpose: To help you become more aware of speaking problems and improvements, to build fluency, and to practice free speech.

Task:
1. Instructions for completing each AJ are on the course Moodle site.
2. Use the AJs as a chance to incorporate your pronunciation goals and the items we work on in class.
3. Do not write something and read it—speak without reading anything.
4. Record each AJ by using Audacity or Quicktime.
5. Save your AJ files as “yournameAJ#” (for example, LaraAJ#1).
6. Post your AJ files on the course Moodle site (if this doesn’t work, send them to your instructor by email).
7. Your grade will be based on the quality of the content (50%) and clarity of speech (50%).
8. You are required to do 8 of these throughout the semester, and this is worth 20% of your final grade.

Formal Presentation/Mock Classes (MC)
Purpose: To develop confidence and skills in university classroom teaching.

Task:
1. Prepare two formal presentations/mock lectures that you must organize and compose while considering your audience.
2. You will describe something related to what you might teach in your class.
3. Prepare necessary materials (handouts, PowerPoint, and/or other visual aids) and be prepared to answer questions from the audience.
4. You will be expected to interact with your students. However, the bulk of the presentation should be you speaking—we want to hear you speak and explain.
5. During the presentations of other students, you will be asked to listen, give written feedback, and ask questions on their topics.
6. Be sure to cite all sources you use (read “Avoiding Plagiarism in Presentations” on Moodle).
7. Each presentation is worth 7.5% of your final grade and will be rated using on a rubric (see Moodle).

Leading a Discussion (LAD)
Purpose: To gain fluency and improve discussion strategies and skills.

Task:
1. Nearly every other week, we will have a class discussion based on a theme that addresses a speech act or function from the SPEAK Test.
2. The entire class will be responsible for reading or watching any videos in preparation of the topic so that everyone may participate in the discussion (see below).
3. When it’s your turn to lead the discussion, you will have a little more preparation to do. To lead a discussion, you will need to follow the format as suggested on Moodle:
   a. review the readings or re-watch the videos that you assigned for your classmates.
   b. interview someone for more information and/or find supporting materials for you to use in the form of an article, video, podcast, or blog posting. In this way, you will have sufficient background knowledge of the topic.
4. You will have 10-30 minutes for your discussion, depending on how many discussion leaders we have for that day.
5. Each leader will briefly summarize what everyone prepared, add to the information with what they learned, and choose thought-provoking questions in order to involve the entire class in speaking. Summarize the discussion throughout, and try to involve as many participants as possible.
6. You may also incorporate your classmates’ questions into the discussion (you will receive their questions on a note card at the beginning of the discussion).
7. You may give the class activities in small groups or manage the discussion as a whole group.
8. The goal of these discussions is to unpack the discussion topics and to get as many people speaking as possible.
8. This will be worth 10% of your final grade and will be rated using on a rubric (see Moodle).

Daily Homework/Preparation
These are the smaller homework assignments that you will need to complete in order to prepare for every class meeting. Some will be the readings and others will be assignments that you must submit. Your final grade for this will be the percentage of your completion of these submitted assignments, and this is worth 10% of your final grade. Due to time constraints, late assignments will not be accepted. If I do accept them late, it will be for reduced credit.
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<tr>
<th>Week 1</th>
<th>In class</th>
<th>Due</th>
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<tr>
<td></td>
<td>Setting the Class Schedule</td>
<td>Buy Native Accent (NA) software</td>
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<td>Course Introduction</td>
<td>Meet Jeff and Schedule your NA Diagnostic Test</td>
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<td>Speaking Diagnostic (SPEAK Prompt)</td>
<td>Transcription</td>
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<td>Fluency</td>
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<td>Fluency lecture (fillers, false starts, circumlocution, grammar)</td>
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<td>Pronunciation Lab Orientation</td>
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<td>First Video with Transcription</td>
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<td>Week 2</td>
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<td>Buy Native Accent (NA) software</td>
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<td>Week 3</td>
<td>NAE Vowels, Self-reflection, the BIG Picture for NAE</td>
<td>Pronunciation Lab (choose one: thought groups, creating sentences, fluency (reducing fillers, false starts))</td>
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<td>Sign-up for Leading a Discussion (LAD)</td>
<td>NA</td>
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<td>Intro to Around Athens (AA) Assignment</td>
<td>Read Ch. 3 &amp; 4 in Accurate English</td>
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<td>Intro to Audio Journal (AJ) Assignment</td>
<td>Finish Vowel Worksheet</td>
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<td>Week 4</td>
<td>Vowels</td>
<td>Pronunciation Lab (choose one: Phrasal stress, prominence)</td>
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<td>LAD 1</td>
<td>NA</td>
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<td>Intro to Formal Presentation/Mock Class (MC) Assignment</td>
<td>Read Ch. 12 &amp; 13 in Accurate English</td>
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<td>AA #1 for AJ</td>
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<td>AA paper</td>
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<td>Week 5</td>
<td>Consonants</td>
<td>Pronunciation Lab (choose one: Reductions &amp; contractions, fluency)</td>
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<td>Read Ch. 6 &amp; 7 in Accurate English</td>
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<td>AJ (as assigned)</td>
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<td>Week 6</td>
<td>Word Stress</td>
<td>Pronunciation Lab (Linking, talk through your presentation outline so that the tutors can help you identify and pronounce troublesome words)</td>
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<td>Read Ch. 8 &amp; 9 in Accurate English</td>
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<td>AA #2 for AJ</td>
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<td>AA paper</td>
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<td>Week 7</td>
<td>Linking &amp; Rhythm</td>
<td>Pronunciation Lab (choose one: Intonation variation, practice presentation for intonation variation and other relevant targets)</td>
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<td>MC Presentation 1</td>
<td>NA</td>
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<td>Read Ch. 16 in Accurate English</td>
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<td>AJ (as assigned)</td>
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<td>Week 8</td>
<td>Sentence Stress</td>
<td>Pronunciation Lab Assignment for Week 7 (choose one of the following:</td>
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<td>LAD 3</td>
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| Week 9 | • Intonation | • Prominence, fluency)  
• NA  
• Read Ch. 16 again in *Accurate English*  
• AA #3 for AJ  
• AA paper |
|---|---|---|
| Week 10 | • Revisit Vowels & Consonants  
• 4th LAD presentation | • Pronunciation Lab (Word stress, talk through your presentation outline so that the tutors can help you identify and pronounce troublesome words)  
• NA  
• Read Ch. 14 & 15 in *Accurate English*  
• AJ (as assigned) |
| Week 11 | • NAE Vowels, Self-reflection, the BIG picture for NAE  
• MC Presentation 2 | • Pronunciation Lab (Paragraph-level intonation, practice your presentation based on what pronunciation you needed to improve from last time)  
• NA  
• Read Ch. TBA in *Accurate English*  
• AA #4 for AJ  
• AA paper |
| Week 12 | • SPEAK Test Preparation  
• LAD 5 & 6 | • Pronunciation Lab (up to instructor’s diagnosis)  
• NA  
• Read Ch. TBA in *Accurate English*  
• AJ (as assigned) |
| Week 13 | • SPEAK Test Preparation | • Pronunciation Lab (up to instructor’s diagnosis)  
• NA  
• Read Ch. TBA in *Accurate English*  
• AJ (as assigned) |
| Week 14 | • SPEAK Test Preparation  
• LAD 7 & 8 | • Pronunciation Lab (up to instructor’s diagnosis)  
• NA  
• Read Ch. TBA in *Accurate English*  
• AJ (as assigned) |
| Week 15 | • SPEAK Test Preparation | • Pronunciation Lab (up to instructor’s diagnosis)  
• NA  
• Read Ch. TBA in *Accurate English*  
• AJ (as assigned) |
| Week 16 | Final Exam Week | Any Final Presentations if needed |

This syllabus provides a general plan for the course. Changes may be necessary and can be made at the discretion of the instructor.