

Course Outline

COURSE: ESL 581 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2018

Inactive Course

SHORT TITLE: ESL PRONUNCIATION I

LONG TITLE: ESL Pronunciation I

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
2	18	Lecture:	2	Lecture:	36
		Lab:	1	Lab:	18
		Other:	0	Other:	0
		Total:	3	Total:	54

COURSE DESCRIPTION:

This is a high-beginning/low-intermediate ESL Pronunciation Course. Students will participate in a variety of communicative activities designed to improve their pronunciation. This course focuses on clear pronunciation of vowels, consonants, diphthongs and clusters, accurate word stress and rhythm, and the connection between spelling and pronunciation. It also introduces the concept of sentence intonation. This is a pass/no pass course. **ADVISORY:** ESL 510B or ESL Assessment Test Recommendation.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 04A - Laboratory - LEH 0.65

STUDENT LEARNING OUTCOMES:

1. Ask about the pronunciation of unknown words.

ILO: 1,2,4

Measure: pair work, oral quiz

2. Listen to native speakers, monitor one's own speech and adjust pronunciation accordingly.

ILO: 1,2,4

Measure: pair work, oral quiz

3. Differentiate between and pronounce English vowels, consonants, diphthongs and clusters.

ILO: 1,2,4

Measure: pair work, written and oral quizzes

4. Identify spelling variations, follow spelling rules and correlate them with pronunciation.

ILO: 1,2,4

Measure: written and oral quizzes

5. Divide words into syllables and identify basic stress patterns in words.

ILO: 1,2,4

Measure: written and oral quizzes

6. Practice fundamental rhythm and intonation patterns in basic sentences.

ILO: 1,2,4

Measure: pair work, written and oral quizzes

7. Utilize the IPA (or other phonetic system) to describe sounds and decipher the pronunciation key in a dictionary.

ILO: 1,2,4

Measure: written and oral quizzes

8. Communicate using increasingly accurate pronunciation.

ILO: 1,2,4

Measure: pair and small group activities, oral quiz

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Inactive Course: 04/23/2018

1 Hours

CONTENT: Introduction to the class. Distribute greensheet and explain class requirements. Practice asking how to pronounce words, repeating and self-monitoring.

STUDENT PERFORMANCE OBJECTIVES: Students ask about and repeat the pronunciation of words. **ASSIGNMENT:** Purchase textbook and begin reading first unit.

1 Hours

CONTENT: Explanation and demonstration of the lab component of the course. (Students are required to do one hour of either the ESL Computer Lab, the ESL Listening Lab or some other listening/speaking activity assigned by the instructor each week.) **STUDENT PERFORMANCE OBJECTIVES:** Students will locate the ESL computer lab and ESL listening lab, practice logging in and out and demonstrate understanding by

beginning their first lab assignment.

2 Hours

CONTENT: Introduction to the IPA (International Phonetic Alphabet) and/or a dictionary pronunciation key. STUDENT PERFORMANCE OBJECTIVES: Students will recognize and pronounce the sounds of the IPA.

ASSIGNMENT: Textbook exercise or other written handout to practice using the IPA. Listening/speaking lab assignments.

8 Hours

CONTENT: Vowels. STUDENT PERFORMANCE OBJECTIVES: Students will aurally recognize and pronounce all of the vowels and diphthongs used in the English language. They will utilize the IPA or other phonetic key to describe these sounds in written form. They will identify the spelling variations for these vowel sounds. They will demonstrate their ability to discriminate between various vowel sounds by accurately completing written and spoken exercises.

ASSIGNMENT: Textbook exercises, written handouts, listening/speaking lab assignments.

12 Hours

CONTENT: Consonants. STUDENT PERFORMANCE OBJECTIVES: Students will aurally recognize and pronounce all of the consonants and consonant clusters in the English language. They will utilize the IPA or other phonetic key to describe these sounds in written form. They will identify the spelling variations for these consonant sounds. They will demonstrate their ability to discriminate between various consonant sounds by accurately completing written and spoken exercises.

ASSIGNMENT: Textbook exercises, written handouts, listening/speaking lab assignments.

4 Hours

CONTENT: Syllables and Word Stress. STUDENT PERFORMANCE OBJECTIVES: Students will be able to divide words into syllables and identify the stressed and unstressed ones. ASSIGNMENT: Textbook exercises, written handouts, listening/speaking lab assignments.

4 Hours

CONTENT: Introduction to linking words, basic sentence rhythm and intonation. STUDENT PERFORMANCE OBJECTIVES: Students will begin to identify the stressed and unstressed syllables and words within a sentence. Students will begin to link words together in varying rhythms within a sentence. Students will practice very basic intonation patterns in simple sentences.

ASSIGNMENT: Textbook exercises, written handouts, listening/speaking lab assignments.

2 Hours

CONTENT: Review of course content. STUDENT PERFORMANCE OBJECTIVES: Students will demonstrate their knowledge and pronunciation skills by participating in pair and small group work and communicating with each other in English. ASSIGNMENT: Study all course content for the final exam.

2 Hours

FINAL EXAM

Included in course content section.

METHODS OF INSTRUCTION:

Lecture, audio tapes and CDs, textbook exercises, listening/speaking activities, communicative activities done in pairs and small groups, ESL computer software.

METHODS OF EVALUATION:

The types of writing assignments required:

None

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other: aural exams

Other category:

class participation and attendance in ESL labs

The basis for assigning students grades in the course:

Writing assignments: 0% - 0%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 10% - 30%

Objective examinations: 40% - 70%

Other methods of evaluation: 10% - 30%

REPRESENTATIVE TEXTBOOKS:

Recommended:

Martin Hewings and Sharon Goldstein, Pronunciation Plus, Cambridge University Press, 2008

Reading Level of Text: High Beginning/Low-Intermediate ESL

Verified by: M. Sanidad

Recommended:

Judy B. Gilbert, Clear Speech From the Start, Cambridge University Press, 2008

Reading Level of Text: Basic/Beginning ESL

Verified by: M. Sanidad

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000435846

Sports/Physical Education Course: N

Taxonomy of Program: 493086