DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Improving Pronunciation – A Class for Non-Native English Speakers
COURSE NUMBER: ESOL0030
CREDIT HOURS: 2
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.
PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Improving Pronunciation is designed for students whose native language is not English. Activities include listening, speaking, and communicative exercises to practice English sounds.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. English Vowel Sounds
   A. Formation of the / ð / -sound in stressed and unstressed syllables
   B. Formation of the / u / -sound
   C. Formation of the / iy / -sound
1. Contrasting /i/ from /iy/- bit vs. beet; rich VS. reach
2. Recognition of the two distinct sounds
3. Dictation Practice

D. Formation of the /uw/-sound
1. Contrasting /u/ from /uw/- stood vs. stewed; nook vs. nuke
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

E. Formation of /iuw/-sound in stressed and unstressed syllables

F. Formation of the /æ/-sound
1. Contrasting /æ/ with /u/- took vs. tuck; put vs. putt
2. Dictation practice
3. Spelling Challenge

G. Formation of the /ε/-sound
1. Contrasting /i/ with /ε/- pick vs. peck; fill vs. fell
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

H. Formation of the /ow/-sound
1. Contrasting /w/ with /ow/- fun vs. phone; shun vs. shone
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

I. Formation of the /oiy/-sound

J. Formation of the /e/-sound
1. Contrasting /iy/ with /e/- leaf vs. laugh; mean vs. man
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

K. Formation of the /eiy/-sound
1. Contrasting /ε/ with /eiy/- red VS. raid; test VS. taste
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

L. Formation of the /ɔ/-sound
1. Contrasting /w/ with /ɔ/- cuff VS. cough; sung VS. song
2. Recognition Practice
3. Dictation Practice
4. Spelling Challenge

M. Formation of the /æ/-sound
1. Contrasting /iy/ with /æ/- feet VS. fat; heed VS. had
2. Recognition Practice
3. Dictation Practice

N. Formation of the /ow/-pattern
1. Spelling Challenge
2. Recognition Practice
O. Formation of the / a / -sound
   1. Contrasting / a / with / a /- butt VS. hot VS. shut VS. shot
   2. Recognition Practice
   3. Dictation Practice
   4. Spelling Challenge

P. Formation of the / aiy / -sound
   1. Spelling Challenge

II. English Consonants
   A. The Sounds / p / and / b /
      1. Recognition Practice
      2. Contrasting / p / and / b /

   B. The Sounds / t / and / d /
      1. Usage Tips
      2. Contrasting / t / and / d /
      3. Recognition Practice

   C. The Sounds / k / and / g /
      1. About letters / k / and / g /:
      2. Contrasting / g / with / k /
      3. Recognition Practice

   D. The Sounds / f / and / v /
      1. Contrasting / p / and / f /
      2. Recognition Practice
      3. Usage Tips

   E. The Sounds / ch / and / j /
      1. The Letter Combination / ch /

   F. The Sounds / sh / and / zh /
      1. Contrasting / ch / and / sh /
      2. Recognition Practice

   G. The Sounds / s / and / z /
      1. Contrasting / sh / and / s /
      2. Recognition Practice
      3. Usage Tips
      4. Contrasting / s / with / z /

   H. The Sounds / l / and / r /
      1. Usage Tips
      2. Contrasting / l / with / r /
      3. Dictation Practice
      4. Recognition Practice

   I. The Sounds / m /, / n /, and / ŋ /
      1. Usage Tips
      2. Contrasting / m / with / n /
      3. Recognition Practice

   J. The Sounds / θ / and / ð /
      1. Contrasting / s / with / θ /
      2. Recognition Practice
      3. About the letter / th /
K. The Sound / h /
L. The Sounds / w / and / y /
   1. The silent w
   2. Recognition Practice
   3. Contrasting / v / and / w /
   4. The silent y
M. Double Consonants

III. Stress Patterns
   A. Syllables and Stress
   B. Two-Syllable Words
   C. Words with Three or More Syllables
   D. One-Syllable Prefixes
   E. Two-Syllable Prefixes
   F. Suffixes
   G. Sentence Stress

IV. Intonation Patterns
   A. Greetings
   B. Statements
   C. Questions
   D. Counting and Listening

EXPECTED LEARNER OUTCOMES:
   A. The learner will be able to distinguish, form, and recognize the different English vowel sounds.
   B. The learner will be able to distinguish, form, and recognize the different English consonants.
   C. The learner will be able to recognize double consonants.
   D. The learner will be able to distinguish different stress patterns in English sentences.
   E. The learner will be able to distinguish different intonation patterns in English sentences.

COURSE COMPETENCIES:
Upon successful completion of this course:

The learner will be able to distinguish, form, and recognize the different English vowel sounds.
1. The learner will be able to form the / ð / -sound in stressed and unstressed syllables.
2. The learner will be able to form the / u /-sound.
3. The learner will be able to contrast / i / from / iy /
4. The learner will be able to recognize the two distinct sounds. The learner will be able to contrast / u / from / uw /.
5. The learner will be able to form the / iuw / -sound in stressed and unstressed syllables.
6. The learner will be able to contrast / α / with / æ /.
7. The learner will be able to contrast / æ / with / ow /.
8. The learner will be able to recognize the two distinct sounds.
9. The learner will be able to form the / oiy /-sound.
10. The learner will be able to form the / e /-sound.
The learner will be able to distinguish, form, and recognize the different English vowel sounds.
11. The learner will be able to contrast / iy / with / e /.
12. The learner will be able to contrast / e/ with / eiy /.
13. The learner will be able to contrast / iy / with / æ/.
14. The learner will be able to form the / ow / -pattern.
15. The learner will be able to form the / a / -sound.
16. The learner will be able to form the / aiy /-sound.

The learner will be able to distinguish, form, and recognize the different English consonants.
17. The learner will be able to distinguish the sounds of / p / and / b /.
18. The learner will be able to distinguish the sounds of / t / and / d /.
19. The learner will be able to distinguish the sounds of / k / and / g /.
20. The learner will be able to distinguish the sounds of / f / and / v /.
21. The learner will be able to distinguish the sounds of / ch / and / j /.
22. The learner will be able to distinguish the sounds of / sh / and / zh /.
23. The learner will be able to distinguish the sounds of / s / and / z /.
24. The learner will be able to distinguish the sounds of / l / and / r /.
25. The learner will be able to distinguish the sounds of / m /, / n /, and / ŋ /.
26. The learner will be able to distinguish the sounds of / θ / and / δ /.
27. The learner will be able to recognize the sound of / h /.
28. The learner will be able to distinguish the sounds of / w / and / y /.
29. The learner will be able to recognize double consonants.
30. The learner will be able to pronounce words ending in a consonant sound followed by a word beginning with the same consonant sound.

The learner will be able to distinguish different stress patterns in English sentences.
31. The learner will be able to identify stressed and unstressed syllables in a word.
32. The learner will be able to determine the stress pattern in a two-syllable word.
33. The learner will be able to determine the stress pattern in words with three or more syllables.
34. The learner will be able to identify one-syllable prefixes.
35. The learner will be able to identify two-syllable prefixes.
36. The learner will be able to identify suffixes.
37. The learner will be able to identify content words and their stress pattern in a sentence.
38. The learner will be able to identify interrogative words and their stress pattern in a question.
39. The learner will be able to identify unstressed words in a sentence.

The learner will be able to distinguish different intonation patterns in English sentences.
40. The learner will be able to recognize intonation patterns in greetings.
41. The learner will be able to recognize intonation patterns in statements.
42. The learner will be able to recognize intonation patterns in questions.
43. The learner will be able to recognize intonation patterns in counting and listening.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.
SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of Academic Resource Center at 913-288-7670.