

Course Information

Fall 2025: M,W,F | Period 4 (10:40 AM - 11:30 AM)
10 MAT

Instructor: Paula Golombek, PhD
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(352) 294-7459
Office Hours: M 1:15-2:45; W 2:30-4:00
In person or zoom
Office Location: Turlington 4131 F
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Course Description

In this course, you will have light bulbs go off as you realize the many ways that spoken language does not “match” written language or what we might anticipate. You’ll say in class “I don’t say that” only to find out that you do! You’ll go to parties and explain how we got to “samie” from ‘sandwich’. You’ll suddenly understand why Spanish speakers smile when you say ‘taco’ with aspiration! Drawing on a socially oriented view of language (Gee, 2010), we will consider two concepts – variation (across English speakers and within ourselves) and *prestige* (“I don’t say that. It’s lazy English”)– as theoretical grounding to what happens in spoken language and why We’ll use varied phonological concepts to reason through and answer the following questions when analyzing utterances:

What happens systematically to sounds when American English speakers speak?

How can knowledge of American English sounds/phonetics IN USE
enhance learners’ listening comprehension?

How do I/do I need to make what happens to English sounds comprehensible to learners?

How do variation and prestige inform my pedagogical decisions as a teacher?

Course Objectives

By the end of the course, you will be able to:

- Notice and explain the different ways that American English speakers produce sounds
- Create and explain in a learner-friendly way what happens to specific sounds in spoken American English
- Create activities for ESL/EFL learners that meet your instructional objectives
- Enact the importance of learning phonetics to learners of English in terms of listening comprehension
- Articulate how variation and prestige shape what you do as a language speaker/teacher

Course Learning Activities

We will engage in the following activities to help us reach these objectives:

Phonetic Practice/Preparation Activities

You'll do a variety of activities based on readings/lectures/videos to support you to apply the content and concepts offered in this course. These activities will help you prepare for richer class participation and understanding. I will say more about the theoretical underpinnings of this kind of dialogic interaction that is central to learning below (Attend and Actively Participate in Class AKA Be prepared to think together!). Be constantly thinking "Why is Golombek doing X that way?". What I do is intentional and systematic, so if you can begin to identify what my instructional intentions are, you're on your way to developing what I call "**teacherly thinking**".

Explaining Vowels Assignment (20 points) (Course Assignment 1)

Vowels are notoriously difficult for learners of English to hear and pronounce for many reasons. In this assignment, you will go through a sequence of steps to learn how to explain vowels in a learner friendly manner in terms of where the tongue is placed in the mouth, which part of the tongue is salient, whether a vowel is tense/lax, and how lips are positioned. There are technical/abstract explanations for each of these four criteria, but you will learn how to explain these criteria in a learner-friendly way, as well as use kinesthetic and visual strategies.

Tutoring Assignment (60 points) (Course Assignment 2)

What better way to learn about phonetics (content knowledge) and learn about using phonetics for listening/speaking activities (pedagogical content knowledge) than to work with a tutee. This multi-part assignment takes you through assessing student listening and/or pronunciation priorities preparing instructional content, tutoring your tutee, and reflecting on the experience while it is going on and after it is done. Specific details and instructions can be found on Canvas.

Conceptualizing Phonetics Assignment (25 points total) (Course Assignment 3)

How do you construct visual explanations of a phonetics concept and then explain it to a student or group of students? You'll have an opportunity to create a visual explanation of a phonetics concept and then explain it in a student-friendly manner. We'll do this on Powerpoint (or Voicethread or an appropriate platform of your choosing), so you have the chance to conceptualize a concept and articulate your explanation in a learner-friendly way. You can do this assignment with a partner if you'd like and for your tutee or an imaginary target class of your choice. Specific details and instructions can be found on Canvas.

Curriculum Unit Assignment (90 points) (Course Assignment 4)

You will create powerpoints with audio/video on a concept of your choosing, as well as 2 lesson plans (4 if working with a partner) to accompany your audiovisual content. Specific details and instructions can be found on Canvas.

Quiz (5 points total)

Learning the characteristics of consonants is crucial to understanding and being able to explain what happens to specific phonemes in specific environments.

Points add up to 200 and divided by 2 to get grade. See below for UF grading.

Grading

Course Assignments and Grading

Assignment	Points
Conceptualizing Phonetics Content	25
Explaining Vowels	20
Tutoring	60
Curriculum Unit	90
Quiz	05

Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Textbook

We will primarily be using the following textbook in this course:

Celce, Murcia, M., Brinton, D.M., & Goodwin, J.M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Additional readings will be uploaded to Canvas. We will watch some teaching videos—links will be provided.

Bigman, D.S. (2014). How many vowels are there in English? *Slate*. Retrieved from

<https://slate.com/human-interest/2014/08/aeiou-and-sometimes-y-how-many-english-vowels-and-what-is-a-vowel-anyway.html> (Links to an external site.)

Levis, J.M. (1999). Intonation in theory and practice, revisited. *TESOL Quarterly*, 33(1), pp. 370-63.

Levis, J.M. & Grant, L. (2003). Integrating pronunciation into ESL/EFL classrooms. *TESOL Journal*, 12(2), 13-19.

Levy-Ari, S., & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology*, 46, 1093-1096.

Murphy, J.M. (1991). Oral communication in TESOL: Integrating speaking, listening, and pronunciation. *TESOL Quarterly*, 25, 51-75.

Okrent, A. (2014). Schwa is the laziest sound in all of human language. *Slate*. Retrieved from

<https://slate.com/human-interest/2014/06/schwa-the-word-for-the-most-common-vowel-sound-in-english-comes-from-hebrew-and-has-lots-of-nicknames.html>

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/) or <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.)

What you need to do in this course to develop as a student, teacher, person

Complete the Readings and Do the Tasks

What you read will provide a foundation for what we will do in class activities. This may be new info for some of you, so you may need to spend more time with the readings. There will be some tasks I ask you to do along with the readings that we'll engage with in class together. Come with questions! Having a strong understanding of the phonetics concepts will help you not only do well in the course and make you a better teacher, but it will provide you with expertise that is not common if you go to teach abroad.

Attend and Actively Participate in Class AKA Be prepared to think together!

Class attendance is essential for your success in this course. You are allowed to take three unexcused absences. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with [UF Attendance Policies](#). For an absence to be excused, you should provide documentation, such as a doctor's note, within two weeks after the absence. Sometimes students fall into an *absence hole* and rather than reaching out to me, they dig deeper. This breaks my heart! If you keep in communication with me, there should be no problems. If you fall ill or have an emergency, please let me know. **I am extremely responsive if you are having some difficulties.**

I always say “everything I do has an instructional reason”—nothing is a throwaway or empty activity in my classes. Come to class **on time, prepared, and ready to think together**. Just a warning—students are sometimes surprised that I ask them to explain why they think something and don't just say “good answer”. This is part of my way of developing what I call your ‘teacherly thinking’. I come to the classroom thinking that every single one of you is capable AND capable of doing more. This will feel intimidating at first, especially because teaching is not a “natural” act, something you are born knowing how to do. You will surprise yourself as you develop your abilities to articulate your ideas about teaching and analyze teaching materials.

We are a learning community so be respectful (no texting unless family emergency) or web surfing. I know some of you like to take notes on your computer. That's okay, but please be aware of the value of writing notes out! <https://www.ascd.org/el/articles/the-magic-of-writing-stuff-down>

I appreciate that some people do not like to participate in whole class discussions. In fact, I will ask you about this on the first day. We do, however, engage in numerous partner and small group activities in class which support your learning; participating in these activities will be central to your growth. You will thus be expected to participate in these pair/small group activities. Try to learn your classmates' names, especially the people around you.

Submit Work on Time

Late assignments will be penalized (10% of the grade deducted for each day late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies). If you tell me after the fact, your work will be penalized.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course. It will be the main way that I communicate with you outside of class. You are welcome to contact me via Canvas or my UF email (pgolombek@ufl.edu). I send out Announcements and reminders about upcoming assignments regularly, so make sure to set up your Canvas notifications.

Communicate

I am genuinely eager to get to know you as people/students. Your success matters to me. If you are unsure about expectations, need feedback, have to miss class, etc. PLEASE reach out to me. You can email me, Canvas message me, see me during office hours (zoom or in person), touch base after class. I tend to have a rapid response time when students reach out. I will ask the class for some feedback at times to get a sense of how things are going.

Be a good citizen of our learning community

Use of Artificial Intelligence (such as ChatGPT) to write any material submitted for this course is prohibited. Because this course is about YOU developing YOUR ability to express certain phonetics concepts in a teacherly way, I see ChatGPT as interfering with your ability to explain concepts in ways that demonstrate your understanding AND in a way that your students will understand.

Request a Letter of Recommendation

Many students ask me to write letters of recommendation each year for teaching programs, Fulbright, graduate school, and jobs. I take this seriously. This means that how you engage with the material in this class and with me has an impact on whether or not I feel as though I can write a solid letter (participation, attendance, and performance all matter). Please note that you are required to fill out a Release of Consent form by the university: [Release for Letter of Recommendation \(Links to an external site.\)](#)

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week/ Dates			Assignment Due Dates
DAY 1	Focus	What are we going to do in this course? Welcome to TSL 3378! Pre-assessment, Syllabus, Questions	
	Assignment	MEMORIZE THE SYMBOLS FOR VOWELS APA or IPA. Make study cards and practice whenever you can. I will do various activities in class to help but this requires you to memorize!	ASAP
Week 1		Vowels – We will do various activities in class to enable you to understand and explain AE vowels concerning 1. <i>Where is the tongue in the mouth?</i> 2. <i>What part of the tongue is important?</i> 3. <i>How tense/lax are the tongue muscles?</i> 4. <i>How are the lips positioned?</i>	
	Required Readings	1) Celce-Murcia et. al, Chapter 4, especially pp. 113-124; table on p. 125 is condensed info! --If you don't have the book, here is a pdf of the relevant pages Chapter 4 Vowels.pdf --Here is APA vowel chart if you feel confused: APA vowel chart.pdf 2) This provides the same content in a different manner that might be helpful: https://home.cc.umanitoba.ca/~krussll/phonetics/articulation/describing-vowels.html Links to an external site. 3) How many vowels in English? Hint--at least 14. This is a reading meant for people who are not linguistics students: How many vowels in English?	

	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: 1) Watch the Video on Vowels in NAE found on Canvas 2) Do Vowel Worksheet 1 found on Canvas to identify the vowel symbol and bring to class WED: 1)WATCH the Sounds American videos for /ey/ and 2) Listen to the following audio I created and identify the vowel symbol. Do what you hear and not what you produce! Found on Canvas. 2) Read Course Assignment 1 for next class. Come with questions. FRI: 1) Listen to the audiofile I prepared with 15 words. Write down the vowel symbol you hear and bring to class. Note that I say one vowel twice. Which one is it?	
Week 2	Focus	We will do various activities in class to enable you to understand and explain <i>What's a syllable?</i> <i>What's a stressed syllable?</i> <i>What's a reduced vowel?</i> <i>Why is stress so important in English?</i>	
	Required readings Videos	1)Celce-Murcia et. al, Chapter 5, especially pp. 184-217 2)Reading on schwa versus wedge: This will help you to understand the uh sound a little better: schwa v wedge Link 3) This provides the same information in a different format. This is an optional read to help you if you are feeling uncertain and need a different kind of input: Introduction to syllables https://pronuncian.com/introduction-to-syllable-stress Watch video on what's a syllable?	
	What you should do for which day EVERYTHING CAN BE	MON: NO CLASS WED: 1) Do the readings and watch the Videos.	

	FOUND ON CANVAS IN APPROPRIATE MODULE	2. Do the following worksheet and bring to class: Stressed syllable worksheet 1.docx FRI: 1. Look through the powerpoints under Some Materials for Teaching/Tutoring. What do you find helpful in supporting your understanding? Is there some visual way the concepts is being presented that you appreciate as a learner/teacher? Be prepared to share. Sidenote--ALL visual presentations in this course matter so pay attention! 2. Do the listening activity in the module on Canvas and bring to class.	
	Assignment		
Week 3	Focus	We will do various activities in class to enable you to understand and explain <i>R-colored vowels</i> <i>Vowel nasalization</i>	
	Required readings	1) Celce-Murcia et. al, Chapter 4, especially pp. 124-160; table on 160 is super helpful! 2) Vowel chart that shows various r colored vowels with word examples R colored vowel chart.pdf	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: 1. Watch the Video and the Youtube video. 2. Do the R colored vowel worksheet R coloring vowel sheet.docx Use the R colored vowel chart I gave you above to help! WED: 1. You should be finalizing your CA1 which is due on Friday. FRI: Course Assignment 1 due Friday by midnight	
	ASSIGNMENT		Course Assignment 1 Explaining Vowels due Friday, September 12th,

			by midnight
Week 4	Focus	We will do various activities in class to enable you to understand and explain <i>How do I describe consonants? Voicing, place of articulation, & manner of articulation</i>	
	Required Readings	1) Celce-Murcia et. al, Chapter 3, especially pp. 50-77; pp 61 & 63 are good for studying and for self-testing Alternative Resources: https://home.cc.umanitoba.ca/~krussll/phonetics/articulation/describing-consonants.html	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: 1. Watch the Videos 2. Do the readings WED: 1. Bring Consonant Worksheet 1 to class Consonant Worksheet 1.docx 2. We will be doing activities in class to help us classify and transcribe the consonants. FRI: 1. Be prepared to do the consonant placement chart in class. 2. Bring Consonant Worksheet 2 to class Consonant Worksheet 2.pdf 3. Consonant Activity to help us identify what a speaker of a X language might say in English	
	Assignment	MEMORIZE THE PHONETIC SYMBOLS FOR CONSONANTS!	Do this as much as you need! You'll need to know this for the quiz and to move forward in understanding phonological processes
Week 5	Focus	We will do various activities in class to enable you to understand and explain various phonological processes and allophones in NAE <i>Aspiration</i> <i>Unreleased stops</i> <i>Flap</i>	
	Required Readings	1) Celce-Murcia et. al, Chapter 3 , especially pp. 77-83	

		2) More on Allophones of /t/ (When does t doesn't sound like...) When t sounds sound like t	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: 1)QUIZ on consonants This won't take the whole class, so I will introduce aspiration. WED: 1) Do the readings. 2) Watch the videos on unreleased stops 3) Read Course Assignment 3. Come to class with any questions. FRI: 1) Do the readings, paying attention to flap t. 2) Watch the video on flap	
	Assignment		QUIZ on Monday
Week 6	Focus	<i>Glottal /t/, Consonant Clusters and Deleted /t/</i>	
	Required Readings	1) Review when /t/ doesn't sound like When t doesn't sound like Links to an external site. 2) Celce-Murcia et. al, Chapter 10 on listening 3) Celce-Murcia et al., p. 84; pp. 98-108 4) Tools to help understanding the phonological processes: inks to an external site. I have created 3 different tools to help you work through the phonetics content (what is happening to particular phonemes). I hope that something clicks!	

		The first is a consolidation of visuals so far Phonetic Content Visuals So Far(2).docx The second is a description of how asking and answering the 3 QUESTIONS helps you determine what's happening to a phoneme 3 Questions to guide my understanding of phonemes.docx The third gives yet another kind of explanation of content in a different visual/narrative form Allophone explanations.docx	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	Mon: 1) Review when /t/ doesn't sound like When t doesn't sound like 2) Read Celce-Murcia et al., p. 84; pp. 98-108 3) Review tools I've created for you. Come to class with any questions! 4) Watch the videos on glottal t and deleted t. Wed: We'll be doing a listening activity. FRI: 1. Read Celce-Murcia et. al, Chapter 10 on listening. Be prepared to discuss why listening activities are so important for language learners based on your reading and your experience in class.	
Week 7	Focus	We will do various activities in class to enable you to understand and explain more allophones <i>Syllabic /l/ and /n/</i> <i>Alveolar and velar /l/</i> <i>/h/</i>	
	Required Readings	Celce-Murcia et. al, Chapter 3, especially pp 59-60; 81-85; 94-98	

	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: No specific work. Keep tutoring (that's a given). WED: 1) Watch the lectures. 2) Read the Celce-Murcia pages. 3) Look over the syllabic examples. FRI: No specific work other than tutoring.	
Week 8	Focus	We will do various activities in class to enable you to understand and explain Connected Speech <i>Progressive Assimilation</i>	
	Required readings Videos	For progressive assimilation: Celce-Murcia et. al, Chapter 5 , especially p. 168 Assimilation	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	Mon: Read Celce-Murcia section of chapter on progressive assimilation. Watch video on assimilation WED: Keep tutoring. FRI: Keep tutoring.	
Week 9	Focus	We will do various activities in class to enable you to understand and explain more Connected Speech <i>Regressive Assimilation and Coalescent Assimilation</i>	
	Required readings Videos	1) Celce-Murcia et. al, Chapter 5 , especially pp. 168-171 2) Brown (2006) Reductions and teaching Reductions and teaching.docx Watch the lectures on regressive assimilation and coalescent assimilation.	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: Read Celce-Murcia and Brown. I encourage you to look at the tutoring materials if you haven't already. If you have questions about these, ask. We'll be doing some activities with them ourselves this week. WED: No specific work but tutoring. FRI: No specific work but tutoring.	

	Assignments		CA 3 Conceptualizing Content due Wednesday, Oct. 22 by midnight
Week 10	Focus	We will do various activities in class to enable you to understand and explain Connected Speech <i>Linking and Deletions</i>	
	Required readings Videos	Celce-Murcia et. al, Chapter 5 , especially pp.164-168; p.172; pp. 174-184 Watch the videos on linking (for Monday) and deletion (for Wednesday).	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: Read the Celce-Murcia section on linking and watch the video. Also, come to class with an answer--don't look this up! Just think--what do you think gets deleted in the following words and why? different, west side, Toronto, about, cup of WED: Read the Celce-Murcia section on deletions and watch the video. Keep on tutoring! FRI: No special work. -	
Week 11	Focus	We will do various activities in class to enable you to understand and explain Suprasegmentals <i>Prominence and Intonation</i>	
	Required readings	Our book does not address intonation in a helpful manner. You can skim it or not. The Levis article is important! 1) Just skim this! Celce-Murcia et. al, Chapter 6, pp. 221-230 2) Levis Levis (1999) Intonation revisited (1).pdf <i>In case you can't get the main ideas from the article, see the following ppt:</i> Intonation Revisited.pptx	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN	MON: Read Levis for class. We will do an activity that is based on this. The powerpoints will help you focus. WED: Peruse the tutoring materials if you haven't already! FRI: No special work.	

	APPROPRIATE MODULE		
Week 12	Focus	We will do various activities in class to enable you to understand and explain Suprasegmentals <i>More Prominence and Intonation</i>	
	Required readings	No readings	
	Video	https://www.youtube.com/watch?v=XzLhwM4nwco&t=212s	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	MON: Watch the video on public speaking and intonation/prominence. Questions about this? WED: No special work. LOTS of class activity this week. And tutoring should be almost done. If you are having any issues finishing before our due date, let me know. We can work that out. FRI: Same as Wed.	
Week 13	Focus	We will do various activities in class to enable you to do CA 4- Final Project Workshop <i>Thinking together about our instruction</i>	
	What you should do for which day EVERYTHING CAN BE FOUND ON CANVAS IN APPROPRIATE MODULE	We will look at some project examples and also have you workshop with classmates about your final project all this week. Also, tutoring reflection is due Friday so speak to me if you have any issues!	
	Assignment		CA 2 (tutoring) due Friday, Nov. 21st by midnight
Week 14		THANKSGIVING BREAK	

Week 15	Focus	What have I learned this semester? <i>Re-visiting our pre-assessments</i> <i>Final self and group reflections</i> <i>Questions about final assignment</i>	
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CA 4 Due Wednesday,
December 10th