

## Course Information

**Fall 2021:** Tuesdays, Period 4 (10:40 - 11:30) and Thursdays, 4-5 (10:40 - 12:35)  
105 Matherly Hall  
8/24/22-12/7/22

**Instructor:** Paula Golombek, PhD  
  
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(352) 294-7459  
Office Hours: T: 2-3; W 10-11 (Zoom only); and R: 3-4  
Office Location: Turlington 4131 F  
Zoom link: <http://ufl.zoom.us/j/93816857163>

## 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 “I don’t say that” only to find out you do! We’ll answer the following questions:

- 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 make what happens to English sounds comprehensible to learners?

## 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
- Enact some core pedagogical concepts in teaching

## Course Learning Activities

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

### UNDERSTANDING PHONETICS CONTENT ASSIGNMENTS (100 PTS TOTAL)

These assignments help you to memorize the phonetics content and demonstrate your understandings.

#### 1) Concept of Stress Visual Activity (30 pts)

**2) Vowel Worksheet (20 pts)**

**3) Consonant Worksheet (25 pts)**

**4) Consonant Quiz (25 pts)**

**TEACHING ACTIVITY COURSE ASSIGNMENTS (200 pts total).** These help you to apply what you're learning onto a larger teaching canvas that is relevant for you. My policy is to return your assignments with grades and feedback within a week.

**TA Course Assignment 1: Vowel Explaining (25 pts)**

**TA Course Assignment 2: Tutoring (50 pts)**

**TA Course Assignment 3: Conceptualizing Content (25pts)**

**TA Course Assignment 4: Curriculum Design(100 pts)**

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**Explaining Vowels Assignment (25 points)**

Vowels are notoriously difficult for learners of English to hear and pronounce for a number of 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 (50 points)**

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

**Conceptualizing Content (25 points total)**

How do you construct visual explanations of a phonetics concept and then explain it to a student/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 Voicethread or an appropriate platform of your choosing so you can be prepared to go online if conditions require it. 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 (100 points)

You will create a Voicethread or Word PPT with speaking on a concept of your choosing, as well as a lesson plans to accompany your Voicethread content. Specific details and instructions can be found on Canvas

Points add up to 300 and divided by 3 to get grade. See below for UF grading.

### Grading

#### Course Assignments and Grading

| Assignment              | Points     |
|-------------------------|------------|
| Stress Visual           | 30         |
| Vowel Worksheet 1       | 15         |
| Vowel Worksheet 2       | 15         |
| Consonant Worksheet     | 20         |
| Consonant Quiz          | 20         |
| Explaining Vowels       | 25         |
| Tutoring                | 50         |
| Conceptualizing Content | 25         |
| Curriculum Unit         | <u>100</u> |
|                         | 300        |

#### 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.

I am uploading alternative resources to Canvas that can be accessed online if you cannot buy the textbook. The resources are not from the textbook but are publicly available websites.

Additional readings will be uploaded to Canvas. We will watch a number of 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>

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

### Stay Aware/Comply With Covid Policies on Campus

Campus Briefs are being sent regularly. Here is the latest:

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening/testing and vaccination opportunities.

If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### Complete the Readings

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. Come with questions! Having a strong understanding of the phonetics concepts will not only help you do well in the course activities but will make you an annoying/intriguing party guest as you explain how other guests are using coalescent assimilation.

### Watch the Lectures/Videos

Course lectures are designed to explain the concepts introduced in the readings by presenting the content in a slightly different manner. They also provide exemplars for how to construct visual representations/explanations of phonetics concepts. You are expected to complete these practice activities and reflection questions before class as we will go over them in class.

### Attend and Actively Participate in Class

Class attendance is essential for your success in this course. Though I will take attendance, I don't have an attendance policy because I think you're all adults. However, you won't learn (as) much if you don't participate in class activities. 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**, what's been called 'interthinking' (Mercer, 2000). We are a learning community so be respectful (no texting unless family emergency) or web surfing. Try to learn your classmates' names, especially the people around you. If you fall ill or have an emergency, please let me know ASAP.

THAT BEING SAID, IF YOU ARE DIAGNOSED WITH COVID, PLEASE DO NOT COME TO CLASS AND INFORM ME ASAP. YOU CAN WATCH THE VOICETHREADS AND I WILL GIVE YOU THE WORK THAT YOU HAVE MISSED IN THE CLASS ACTIVITIES IF YOU WANT. I AM MORE THAN HAPPY TO MEET WITH YOU ON ZOOM TO CLARIFY.

### Submit Work on Time

Deadlines are part of life, and the deadlines in this course were set to help build your knowledge and abilities throughout the semester to help you be successful in the class assignments. Late assignments will be penalized (small penalty of 10% of the grade for each day it is 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 have points deducted.

### 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](mailto:pgolombek@ufl.edu)). I send out Announcements and reminders about upcoming assignments fairly 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.

According to Florida House Bill 233, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Please see Canvas for details about when you are allowed to record the class.

### Be a good citizen of our learning community

Do your own work unless working with a partner as specified in certain activities. Follow the University of Florida, you are bound by The Honor Code [Student Responsibilities < University of Florida \(ufl.edu\)](#). Of course not cheating is part of the Honor Code, but it also specifies a number of behaviors that are in violation of this code and the possible sanctions. I take this part seriously in my work: "Only in an atmosphere of equality and respect can all members of the university community grow."

### Take Care of Yourself

We are in challenging times. If you feel overly challenged, please contact the Counseling and Wellness Center <https://counseling.ufl.edu/> 352-392-1575. If you are having difficulty setting something up at the CWC or see a friend in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.

### Request Accommodations if Needed

Any student with differing abilities/needs who is requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered,

students will receive an accommodation letter, which must be presented to me as the instructor when requesting accommodation. Please do this as early as possible in the semester. If you need any help, let me know.

### 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/<br>Dates |                   |  | A<br>D |
|----------------|-------------------|--|--------|
| <b>Week 1</b>  | <b>Focus</b>      | <b>What are we going to do in this course?</b>   |        |
| Aug.<br>25     |                   | Welcome to TSL 3378!<br>Pre-assessment<br>Pre-understandings Activities:<br>1) Describing vowel and consonant sounds<br>2) What's a syllable?<br>3) What is your understanding of 'stress'?                  |        |
|                | <b>Assignment</b> | <b>MEMORIZE THE SYMBOLS FOR VOWELS APA or IPA.</b><br>Make study cards and practice whenever you can<br>Do Your Personalized Vowel Chart and bring to class next week!                                       | A      |
| <b>Week 2</b>  |                   | <b>Vowels</b><br>1. <i>Where is the tongue in the mouth?</i><br>2. <i>What part of the tongue is important?</i><br>3. <i>How tense/lax are the tongue muscles?</i><br>4. <i>How are the lips positioned?</i> |        |

|                        |                          |   |                      |
|------------------------|--------------------------|---|----------------------|
| Aug.<br>30 &<br>Sept.1 | <b>Activities:</b>       | Understanding how to characterize vowels<br>Vowel contrast explaining activity  |                      |
|                        | <b>Required Readings</b> | 1) Celce-Murcia (CM) <b>Chapter 4</b> , especially <b>pp. 113-124; table on p. 125</b> is condensed info!<br>2) <b>Lexicon Valley</b> article on <b>How Many Vowels</b><br>3) Read <b>Course Assignment (CA) 2: Explaining Vowels FOR CLASS</b> |                      |
|                        | <b>Video:</b>            | <b>Vowels in NAE—VT</b> on Canvas   |                      |
|                        | <b>Assignment</b>        | <b><u>Personalized Vowel Chart</u></b>  | <b>A</b>             |
| <b>Week 3</b>          | <b>Focus</b>             | <b>Why is stress so important in English?</b>   |                      |
| Sept.<br>6 & 8         |                          | <i>What's a syllable? What's a stressed syllable?<br/>Do we have to change our accents?</i>   |                      |
|                        | <b>Required readings</b> | <a href="https://pronuncian.com/introduction-to-syllable-stress">https://pronuncian.com/introduction-to-syllable-stress</a><br>Lev Ari & Kayser – Why don't we believe NNSs-on Canvas   |                      |
|                        | <b>Videos</b>            | 1)What is a syllable?<br>2)What is a stressed vowel and reduced vowel?  |                      |
|                        | <b>Assignment</b>        | 1) <b><u>Conceptualization of Stress Visual</u></b><br>2) <b><u>Vowel Worksheet Due</u></b>   | <b>S</b><br><b>S</b> |
| <b>Week 4</b>          | <b>Focus</b>             | <b>More about vowels</b>  |                      |
| Sept.<br>13 &<br>15    |                          | <i>R-colored vowels and vowel nasalization</i>  |                      |
|                        | <b>Required readings</b> | 1)CM <b>Chapter 4</b> , especially <b>pp. 124-160; table on 160</b> is helpful<br>2)Read <b>Course Assignment 2 (CA 2): Tutoring FOR CLASS</b> (we'll take some time to prepare for this but I'll need to know if you need a tutee)             |                      |
|                        | <b>Video</b>             | <b>R-colored vowels and nasalization of vowels-VT</b> on Canvas   |                      |



|               |                          |  |  |
|---------------|--------------------------|--|--|
|               | <b>Assignment</b>        | <b><u>Course Assignment 1: Vowel Explaining</u></b>  | C<br>S   |
| <b>Week 5</b> | <b>Focus</b>             | <b>Consonant Inventory</b>   |  |
| Sept. 20 & 22 |                          | <i>How do I describe consonants? Voicing, place of articulation, &amp; manner of articulation</i>  |  |
|               | <b>Required Readings</b> | <p>1) CM Chapter 3, especially pp. 50-77; pp 61 &amp; 63 are good for studying and for self-testing</p> <p>ALTERNATIVE RESOURCE:<br/> <a href="https://home.cc.umanitoba.ca/~krussll/phonetics/articulation/describing-consonants.html">https://home.cc.umanitoba.ca/~krussll/phonetics/articulation/describing-consonants.html</a></p>  |  |
|               | <b>Videos:</b>           | <p>1)Phons, Phonemes, Allophones</p> <p>2)The Consonant Inventory: Characterizing Consonants</p>   |  |
|               | <b>Assignment</b>        | <p><b>MEMORIZE THE SYMBOLS FOR APA or IPA.</b> Make study cards and read on the bus or....</p> <p>1)Consonant classification online practice: To help you memorize the phoneme descriptions! Immediate answers. Do as much as you want for however long!</p> <p><a href="http://depts.washington.edu/lingsup/ling200/cons-descr.php">http://depts.washington.edu/lingsup/ling200/cons-descr.php</a></p> <p><b>Practice filling in the consonant chart. Keep at it till you get it 100%!</b></p> <p>2)Consonant Chart: NAE – Teaching Pronunciation Skills (<a href="http://weebly.com">weebly.com</a>)</p> | D<br>m<br>ne<br>ne<br>th<br>qu<br>m<br>in<br>ur<br>. |
| <b>Week 6</b> | <b>Focus</b>             | <b>Some phonological process in NAE</b>  |  |
| Sept. 27 & 29 |                          | <i>Aspiration<br/>Unreleased stops<br/>Flap</i>  |  |
|               | <b>Required Readings</b> | <p>1) CM, Chapter 3, especially pp. 77-83; 86-94</p> <p>2) When /t/ doesn't sound like – LINK on Canvas</p>  |  |

|               |                          |  |
|---------------|--------------------------|--|
|               |                          | <p>Check out the tools I created in week 3 if you're feeling unsure about the processes.</p> <p><b>3) Read Course Assignment 3: Conceptualizing Content</b></p> <p>ALTERNATIVE RESOURCES:</p> <p>Aspiration:<br/> <a href="https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/aspiration.html">https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/aspiration.html</a><br/> <a href="https://essentialsoflinguistics.pressbooks.com/chapter/3-5-aspirated-stops-in-english/">https://essentialsoflinguistics.pressbooks.com/chapter/3-5-aspirated-stops-in-english/</a></p> <p>Unreleased stops:<br/> <a href="https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/unreleased-stops.html">https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/unreleased-stops.html</a></p> <p>Flap<br/> <a href="https://pronuncian.com/when-t-I-sound-like-t">https://pronuncian.com/when-t-I-sound-like-t</a></p> <p><b>Videos:</b></p> <p>1)Aspiration<br/>                 2)Unreleased Stops<br/>                 3) Flap /t/</p> |
|               | <b>Assignment</b>        | <p>1) <u>Consonant Worksheet</u></p> <p>2) <b>IPA/APA under control?</b> Do the chart and test yourself. Quiz is next week!</p>  |
| <b>Week 7</b> | <b>Focus</b>             | <b>More phonological processes</b>   |
| Oct. 4 & 6    |                          | <i>Glottal /t/, Consonant Clusters and Deleted /t/</i>   |
|               | <b>Required Readings</b> | <p>1)CM Chapter 10<br/>                 2) CM p. 84; 98-108<br/>                 3) Review when t doesn't<br/> <a href="https://pronuncian.com/when-t-I-sound-like-t">https://pronuncian.com/when-t-I-sound-like-t</a></p> <p>T deletion: <a href="https://pronuncian.com/deletion-linking-the-dropped-t">https://pronuncian.com/deletion-linking-the-dropped-t</a></p>  |
|               | <b>Videos</b>            | <p>1)Glottal /t/<br/>                 2)Deleted/omitted /t/</p>  |

|                   |                          |   |          |
|-------------------|--------------------------|---|----------|
|                   |                          | Check out the <b>tools</b> I've created for you that summarizes what we've been doing! Ask questions! |          |
|                   | <b>Assignment</b>        | <b><u>Consonant Quiz</u></b>  | <b>O</b> |
| <b>Week 8</b>     | <b>Focus</b>             | <b>More allophones</b>  |          |
| Oct. 11 & Oct. 13 |                          | <i>Syllabic /l/ and /n/<br/>Alveolar and velar /l/<br/>/h/</i>  |          |
|                   | <b>Required Readings</b> | CM, 59-60; 81-85; 94-98   |          |
|                   | <b>Videos:</b>           | 1) Syllabics /n/ and /l/<br>2) Clear and Velar /l/<br>3) /h/  |          |
|                   |                          |   | <b>C</b> |
| <b>Week 9</b>     | <b>Focus</b>             | <b>Connected Speech</b>   |          |
| Oct. 18 & Oct. 20 |                          | <i>Progressive Assimilation</i>   |          |
|                   | <b>Required readings</b> | CM, Chapter 5, especially p. 168  |          |
|                   | <b>Videos</b>            | 1) Assimilation<br>2) Progressive Assimilation  |          |
|                   | <b>Assignment</b>        |   |          |
| <b>Week 10</b>    | <b>Focus</b>             | <b>Connected Speech</b>   |          |
| Oct. 25 & Oct. 27 |                          | <i>Regressive Assimilation and Coalescent Assimilation</i>  |          |

|                   |                          |   |
|-------------------|--------------------------|---|
|                   | <b>Required readings</b> | 1)CM, Chapter 5, especially pp. 168-171<br>2)Brown (2006) Reductions and teaching |
|                   | <b>Videos</b>            | 1)Regressive Assimilation<br>2)Coalescent Assimilation                            |
|                   | <b>Assignment</b>        |   |
| <b>Week 11</b>    | <b>Focus</b>             | <b>Connected Speech</b>   |
| Nov. 1 & Nov. 3   |                          | <i>Linking and Deletions</i>  |
|                   | <b>Required readings</b> | CM Chapter 5, especially pp.164-168; p.172; pp. 174-184                           |
|                   | <b>Assignment</b>        | <b><u>Revised Concept of Stress Visualization</u></b>                             |
| <b>Week 12</b>    | <b>Focus</b>             | <b>Suprasegmentals</b>  |
| Nov. 8 & Nov. 10  |                          | <i>Prominence and Intonation</i>  |
|                   | <b>Required readings</b> | 1)CM, Chapter 6, pp. 221-230<br>2)Levis -Intonation Revisited                     |
|                   | <b>Assignment</b>        |   |
| <b>Week 13</b>    | <b>Focus</b>             | <b>Suprasegmentals</b>  |
| Nov. 15 & Nov. 17 |                          | <i>More Prominence and Intonation</i>   |
|                   | <b>Required readings</b> | Levis and Grant   |
|                   | <b>Assignment</b>        |   |
| <b>Week 14</b>    | <b>Focus</b>             | <b>Mystery class</b>  |
| Nov. 22 & Nov.    |                          | <u>Thanksgiving break</u>   |

|                  |                          |  |             |
|------------------|--------------------------|--|-------------|
| 24               |                          |  |             |
|                  | <b>Required readings</b> | NONE   |             |
|                  | <b>Assignment</b>        |  | T<br>R<br>D |
| <b>Week 15</b>   | <b>Focus</b>             | <b>Final Project Workshop</b>                                  |             |
| Nov. 29 & Dec. 1 |                          | <i>Thinking together about instruction</i>                     |             |
|                  | <b>Required readings</b> |  |             |
|                  | <b>Assignment</b>        |  |             |
| <b>Week 16</b>   | <b>Focus</b>             | <b>What have I learned? How have I developed as a teacher?</b> |             |
| Dec. 6           |                          | <i>Self reflection activities</i>                              |             |
|                  | <b>Required readings</b> | None   |             |
|                  | <b>Assignment</b>        | Be working on CA 4!!   |             |
|                  |                          |  |             |
| Dec. 13          |                          | <b>COURSE ASSIGNMENT 4</b>                                     | C<br>13     |
|                  |                          |  |             |
|                  |                          |  |             |