

## Course Information

**Fall 2024:** Tuesdays, 10:40 to 11:30 (4) and Thursdays 10:40 to 12:35 (4-5) in 102 MAT  
**Instructor:** Paula Golombek, PhD  
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(352) 294-7459  
Office Hours: TBA  
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 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* and *prestige* – as theoretical grounding to what happens in spoken language and why. We’ll use these concepts and phonetics knowledge to reason through and 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/do I need to make what happens to English sounds comprehensible to learners?

How do variation and prestige underlie my pedagogical decisions as a teachers?

## 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 (PPP) (15 points total)

You’ll do a variety of application and critical thinking activities as you watch videos for class. These activities will help you prepare for richer class participation and understanding.

### 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 (50 points) (Course Assignment 2)

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 assignment 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 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 (85 points) (Course Assignment 4)

You will create powerpoints with audio/video on a concept of your choosing, as well as 2 lesson plan2 (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 consonant 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

Assignment	Points
Phonetics Practice/Preparation	15
Conceptualizing Phonetics Content	25
Explaining Vowels	20
Tutoring	50

### Course Assignments and Grading

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Curriculum Unit	85
Quiz	5

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**Grading Scale**

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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

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<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 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

### 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 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 .

## 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 AKA Be prepared to think together!

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>

Class attendance is essential for your success in this course. I did not have an attendance policy for years, but an experience with one student has unfortunately changed this for you and me. 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 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

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 (10% of the grade deducted 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 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](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.”

*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.

### Take Care of Yourself

We are living 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. Don't be surprised if I reach out to see how I could support you.

### 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.

#### Tentative Course Schedule for LIN 3378

We may need to change the schedule at some point – I will provide you with an updated one on Canvas if so.

### 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
<b>Week 1</b>	<b>Focus</b>	<b>What are we going to do in this course?</b>	
Aug. 22		Welcome to TSL 3378! Pre-assessment Pre-understandings Activities: 1) Describing vowel and consonant sounds 2) What's a syllable? 3) What is your understanding of 'stress'?	

	<b>Assignment</b>	<p><b>MEMORIZE THE SYMBOLS FOR VOWELS APA or IPA.</b></p> <p>Make study cards and practice whenever you can</p> <p>Do Your Personalized Vowel Chart and bring to class next week!</p>	ASAP
<b>Week 2</b>		<p><b>Vowels</b></p> <ol style="list-style-type: none"> <li>1. <i>Where is the tongue in the mouth?</i></li> <li>2. <i>What part of the tongue is important?</i></li> <li>3. <i>How tense/lax are the tongue muscles?</i></li> <li>4. <i>How are the lips positioned?</i></li> </ol>	
Aug. 27 & Aug. 29	<b>Activities:</b>	<p>Understanding how to characterize vowels</p> <p>Vowel contrast explaining activity</p>	
	<p><b>Required Readings</b></p> <p><b>Video:</b></p>	<p>1) Celce-Murcia (CM) <b>Chapter 4</b>, especially <b>pp. 113-124</b>; <b>table on p. 125</b> is condensed info!</p> <p>2) <b>Lexicon Valley</b> article on <b>How Many Vowels</b></p> <p>3) Read <b>Course Assignment (CA) 2: Explaining Vowels FOR CLASS</b></p> <p><b>Vowels in NAE—VT</b> on Canvas</p>	
	<b>Assignment</b>	<b><u>PPP #1 Personalized Vowel Chart</u></b>	<b><u>PPP1 due August 29</u></b>
<b>Week 3</b>	<b>Focus</b>	<b>Why is stress so important in English?</b>	
Sept. 3 & 5		<p><i>What's a syllable? What's a stressed syllable?</i></p> <p><i>Do we have to change our accents?</i></p>	



	<b>Required readings</b>  <b>Videos</b>	<a href="https://pronuncian.com/introduction-to-syllable-stress">https://pronuncian.com/introduction-to-syllable-stress</a> Lev Ari & Kayser – Why don't we believe NNSs-on Canvas  <b>1)What is a syllable?</b> <b>2)What is a stressed vowel and reduced vowel?</b>	
	<b>Assignment</b>	<b>1) <u>PPP# 2 Vowel Worksheet Due</u></b>	<b>PPP2 due Sept. 5</b>
<b>Week 4</b>	<b>Focus</b>	<b>More about vowels</b>	
Sept. 10 & 12		<i>R-colored vowels and vowel nasalization</i>	
	<b>Required readings</b>  <b>Video</b>	1)CM <b>Chapter 4</b> , especially <b>pp. 124-160; table on 160</b> is helpful 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>R-colored vowels and nasalization of vowels-VT on Canvas</b>	
	<b>Assignment</b>	<b><u>Course Assignment 1: Vowel Explaining</u></b>	<b>CA 1 due on <u>Sept. 12</u></b>
<b>Week 5</b>	<b>Focus</b>	<b>Consonant Inventory</b>	
Sept. 17 & 19		<i>How do I describe consonants? Voicing, place of articulation, &amp; manner of articulation</i>	
	<b>Required Readings</b>	1) CM Chapter 3, especially pp. <b>50-77; pp 61 &amp; 63</b> are good for studying and for self-testing  ALTERNATIVE RESOURCE:	

	<p><b>Videos:</b></p>	<p><a href="https://home.cc.umanitoba.ca/~krussll/p_honetics/articulation/describing-consonants.html">https://home.cc.umanitoba.ca/~krussll/p_honetics/articulation/describing-consonants.html</a></p> <p>1)Phons, Phonemes, Allophones 2)The Consonant Inventory: Characterizing Consonants</p>	
	<p><b>Assignment</b></p>	<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 (weebly.com)</p>	<p>Do this as much as you need! You’ll need to know this for the quiz but also to move forward in your understandings.</p>
<p><b>Week 6</b></p>	<p><b>Focus</b></p>	<p><b>Some phonological process in NAE</b></p>	
<p>Sept. 24 &amp; 26</p>		<p><i>Aspiration</i> <i>Unreleased stops</i> <i>Flap</i></p>	
	<p><b>Required Readings</b></p>	<p>1) CM, <b>Chapter 3</b>, especially pp. 77-83; 86-94</p> <p>2) <b>When /t/ doesn’t sound like</b> – LINK on Canvas</p> <p>Check out the tools I created in week 3 if you’re feeling unsure about the processes.</p> <p>3) Read <b>Course Assignment 3: Conceptualizing Content</b></p> <p>ALTERNATIVE RESOURCES:</p>	

	<b>Videos:</b>	<p>Aspiration:  <a href="https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/aspiration.html">https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/aspiration.html</a>  <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>                      Unreleased stops:  <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  <a href="https://pronuncian.com/when-t-I-sound-like-t">https://pronuncian.com/when-t-I-sound-like-t</a></p> <p><b>1)Aspiration</b>  <b>2)Unreleased Stops</b>  <b>3) Flap /t/</b></p>	
	<b>Assignment</b>	<p><b>1) <u>PPP# 3: Consonant Worksheet</u></b></p> <p><b>2) IPA/APA under control?</b> Do the chart and test yourself. Quiz is next week!</p>	<b>PPP# 3 Sept. 26</b>
<b>Week 7</b>	<b>Focus</b>	<b>More phonological processes</b>	
Oct. 1 & 3		<i>Glottal /t/, Consonant Clusters and Deleted /t/</i>	
	<b>Required Readings</b>	<p>1)CM Chapter 10                      2) CM p. 84; 98-108                      3) Review when t doesn't  <a href="https://pronuncian.com/when-t-I-sound-like-t">https://pronuncian.com/when-t-I-sound-like-t</a></p>	
	<b>Videos</b>	<p>T deletion:  <a href="https://pronuncian.com/deletion-linking-the-dropped-t">https://pronuncian.com/deletion-linking-the-dropped-t</a></p> <p><b>1)Glottal /t/</b></p>	

		<p>2) Deleted/omitted /t/</p> <p>Check out the <b>tools</b> I've created for you that summarizes what we've been doing! Ask questions!</p>	
	<b>Assignment</b>	<b><u>Consonant Quiz</u></b>	<b><u>October 3</u></b>
<b>Week 8</b>	<b>Focus</b>	<b>More allophones</b>	
Oct. 8 & 10		<i>Syllabic /l/ and /n/ Alveolar and velar /l/ /h/</i>	
	<b>Required Readings</b>	CM, 59-60; 81-85; 94-98	
	<b>Videos:</b>	<p>1) Syllabics /n/ and /l/ 2) Clear and Velar /l/ 3) /h/</p>	
	<b>Assignment</b>	<b><u>PPP# 4: Vowel and Consonant Worksheet</u></b>	<b>PPP4 Due October 10</b>
<b>Week 9</b>	<b>Focus</b>	<b>Connected Speech</b>	
Oct. 15 & 17		<i>Progressive Assimilation</i>	
	<b>Required readings</b>	CM, Chapter 5, especially p. 168	
	<b>Videos</b>	<p>1) Assimilation 2) Progressive Assimilation</p>	
	<b>Assignment</b>	<b><u>Course Assignment 3: Conceptualizing Content</u></b>	<b>CA 3 due October 17th</b>
<b>Week 10</b>	<b>Focus</b>	<b>Connected Speech</b>	

Oct. 22 & 24		<i>Regressive Assimilation and Coalescent Assimilation</i>	
	<b>Required readings</b>	1)CM, Chapter 5, especially pp. 168-171 2)Brown (2006) Reductions and teaching	
	<b>Videos</b>	1)Regressive Assimilation 2)Coalescent Assimilation	
	<b>Assignment</b>	<b>PPP#5: Transcribing Utterances</b>	<b>PPP5 due Oct. 24</b>
<b>Week 11</b>	<b>Focus</b>	<b>Connected Speech</b>	
Oct. 29 & 31		<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>Week 12</b>	<b>Focus</b>	<b>Suprasegmentals</b>	
Nov. 5 & 7		<i>Prominence and Intonation</i>	
	<b>Required readings</b>	1)CM, Chapter 6, pp. 221-230 2)Levis -Intonation Revisited	
	<b>Assignment</b>		
<b>Week 13</b>	<b>Focus</b>	<b>Suprasegmentals</b>	
Nov. 12 & 14		<i>More Prominence and Intonation</i>	
	<b>Required readings</b>	Levis and Grant	
	<b>Assignment</b>		
<b>Week 14</b>	<b>Focus</b>	<b>Final Project Workshop</b>	
Nov. 19 & 21		<i>Thinking together about instruction</i>	

	<b>Required readings</b>		
	<b>Assignment</b>	<b><u>Course Assgnment 2: Tutoring Final Reflection</u></b>	<b>Tutoring Reflection Due Nov 26* if not done Tutoring, let me know</b>
<b>Week 15</b>			
Nov. 26 & 28	<b>NO CLASSES</b>	<b><i>THANKSGIVING HOLIDAY WEEK</i></b>	
<b>Week 16</b>	<b>Focus</b>	<b>What have I learned? How have I developed as a teacher?</b>	
Dec. 3		<i>Self reflection activities</i>	
	<b>Required readings</b>	None	
	<b>Assignment</b>	Be working on CA 4!!	
Dec. 11		<b><u>COURSE ASSIGNMENT 4</u></b>	<b>CA 4 due Dec. 11th</b>