

## Course Syllabus

**TSL 3378 Pronunciation and TESL****Professor Paula Golombek*****pgolombek@ufl.edu***

**Course Delivery:** While this course is delivered online, there will be asynchronous and synchronous activities. There will be a variety of Voicethread lectures, which you will watch asynchronously, as well as some class prep activities (both identified in Modules).

**ON TUESDAYS**, I will be on zoom during our regular class time--Period 4, 10:40 AM-11:30 AM--to answer questions about the lecture content. Your attendance is optional--come if you have specific lecture questions.

**ON THURSDAYS**, we will meet regularly and synchronously during our assigned class time--Period 4 - 5 (10:40 AM - 12:35 PM). You are expected to attend on Thursdays (see below). Thursdays will be our *funday*, partner and/or small group work days to apply what we're learning.

Additionally, please keep in mind that all times listed on this syllabus and announced in class are according to Eastern Standard Time (i.e., Gainesville time). If you are not located in the Eastern Standard Time zone, you should adjust times for all synchronous activities and due dates accordingly.

**Method of Communication:**

1. You can come see me during my zoom office hours on DATE between A and B.
2. You can come to the Tuesday class on zoom to ask any content questions.
3. Most of our one-on-one communication will occur via email or CANVAS. Be sure to connect the two. I expect that you are reading your email at least once per day, so you can stay on top of things. AND I will respond to your emails within 24 hours (worst case 48).
4. If a phone call is needed, we can set that up.

**Course Description:** This course for English teachers brings together phonetics, research on the acquisition and development of pronunciation in English, as well as current pedagogy so you can develop your own theoretically sound approach to integrating phonetics/pronunciation into language instruction. We'll examine our ideas about accent and discuss why achieving native-like pronunciation is neither possible nor desirable for most learners of English. We'll learn the importance of phonetics being used explicitly for developing English learners' comprehension abilities. We'll learn how to identify challenges in speaking for certain learners and how English learners can have agency by having phonetics knowledge, self-awareness, self-monitoring abilities and self-correction abilities when miscommunication occurs. We'll be able to explain in a learner friendly way and be able to develop instruction concerning phonetics issues that are especially challenging to language learners, such as how to explain consonants and vowels, the adjustments we make in rapid speaking, and prominence and intonation.

**If you haven't had phonetics/phonology, there is much to commit to memory (we use APA but IPA is okay).**

**Course Objectives: To develop abilities to**

- explain American English pronunciation, including consonants, vowels, rhythm, stress, and prominence and intonation, in jargon and learner-oriented language
- create appropriate instructional objectives for specific students in specific settings
- create listening instruction enabling students to understand real-world spoken English as opposed to the ideal forms they're learned
- create pronunciation instruction, especially enabling students to *move* from guided to spontaneous speaking, to self-monitor, and to self-correct at key moments in communication
- provide individualized, responsive feedback so students can develop
- develop materials and instructional tasks for specific students with specific abilities and goals in a specific educational setting
- identify own accent biases and come to terms with what *Standard English* and *intelligibility* mean

**Course Requirements: 1) Homeworks and 2)4 Course Assignments****HOMEWORKS each week prepare you for our Thursday class together**

Just like you workout to enable your body to do OTHER things, we need to workout our phonetics brains to teach. These assignments will be necessary so you can develop by thinking first on your own and then through our synchronous time "thinking together". You are expected to do these assignments as best you can to enable you to participate in class and learn through our activities.

**4 MAJOR COURSE ASSIGNMENTS ( 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.**

**Course Assignment 1: (20 pts)****[Course Assignment 1 Transforming your phonetics knowledge](#)**

[Course Assignment 1 Rubric.docx](#) 

**Course Assignment 2: (20pts)**

[Course Assignment 2 Vowel Explaining](#)

[Course Assignment 2 Rubric.docx](#) 

**Course Assignment 3: (50 pts)**

[Course Assignment 3 Tutoring](#)

[Course Assignment 3 Rubric.docx](#) 

**Course Assignment 4: (100 pts)**

[Course Assignment 4: Curriculum Unit and Voicethread](#)

[Course Assignment 4 Rubric.docx](#) 

#### Required Texts:

- 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 available in a link in each MODULE and on e-learning in a folder labeled *Readings*.

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

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>

#### Course Policies:

##### Attendance and Excused Absences:

"Absences are considered excused only after you have provided documentation of a conflict that is explicitly covered in the UF Attendance Policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)). If you are unable to provide documentation, you may be able to have your absence excused by the Dean of Students Office in extenuating circumstances. All other absences are considered unexcused. Any unexcused absence from an exam, quiz, or other graded assignment will result in a zero."

**Computer Access:** The University requires access to and on-going use of a computer. This should not be a tablet device or smartphone, but an actual desktop or laptop computer. To succeed in this course, you will also need a stable internet connection and appropriate space to take online exams using the Honor Lock proctoring service. Minimum equipment specifications are available at: <https://it.ufl.edu/policies/student-computing-requirements/> (<https://it.ufl.edu/policies/student-computing-requirements/>).

##### Audio-visually recording class sessions:

Our class sessions will be audio-visually recorded. Students who participate with their camera engaged or who utilize a profile image are agreeing to have their video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to being recorded during class, you should reach out to me during the first week of class before the drop/add period has ended.

**Homework Policy:** We are all dependent on technology, so I hope you can do the weekly Homeworks. Your learning depends on doing these Homeworks as they are sequenced to support the major Course Assignments. If you don't do a homework, it is harder for you to follow what is happening in class. If you anticipate a problem getting a Course Assignment in at the assigned time, please let me know as soon as you can.

##### Grading:

For information on current UF grading policies for assigning grade points, please go to:

<https://ufl.instructure.com/courses/405016/assignments/syllabus>

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

<b>A 100-95</b>	<b>C+77.9-75</b>
<b>A- 94.9-91</b>	<b>C 74.9-70</b>
<b>B+ 90.9-87</b>	<b>C- 69.9-66</b>
<b>B 86.9-82</b>	<b>D 65.9-60</b>
<b>B- 81.9-78</b>	<b>E 59.9-0</b> ( <a href="http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html">Links to an external site.</a> ) ( <a href="http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html">http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html</a> )

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**Attendance Policy:** Attendance is expected. If you are not committed to being present and ready to participate in class, this is not the class for you. Because my teaching philosophy is based on the idea that we learn through activity with others 'thinking together and articulating our ideas with/to others, being in class on Thursdays is essential to your educational experience. If you miss a class, you will miss ideas/experiences that I cannot replicate during my office hours. If you are ill, please try to let me know! I realize this is hard to do if your internet isn't running! Just do your best to get in touch with me as soon as you can.

**Academic Integrity:** The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. For more information see <http://www.registrar.ufl.edu/catalog/policies/students.html#honesty> ([Links to an external site.](http://www.registrar.ufl.edu/catalog/policies/students.html#honesty)) (<http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>)

**Disability Access Statement:** The University of Florida is in compliance with the provisions of **Americans with Disabilities Act**. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. . Students who qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php> ([Links to an external site.](http://www.dso.ufl.edu/drc/current.php)) (<http://www.dso.ufl.edu/drc/current.php>). (001 Building 0020 (Reid Hall); 392-8565). If you anticipate needing special accommodations as a result of a disability, **please see me as soon as possible.**

**Examination Policy:** There are no exams in this course

TSL 3378 Detailed Schedule Fall 2020

**COURSE ASSIGNMENTS**

&

WeekDates	Required readings	Voicethreads	Homework
	CM=Celce-Murcia et al.		
	Optional readings in modules		Optional homework: modules
1 9/1	Syllabus		Watch 2 st videos on Module 1/v 1
9/3	CM Chapter 3, especially pp. 50-77; pp 61 & 63 are good for studying and for self-testing Why don't we believe non-native speakers? <a href="#">Lev Ari and Kayser.pdf</a>	Phons, phonemes, allophones <a href="#">Link (Links to an external site.)</a> ( <a href="https://ufl.voicethread.com/myvoice/thread/14885102/92862640/85062658">https://ufl.voicethread.com/myvoice/thread/14885102/92862640/85062658</a> ) The Consonant Inventory: Characterizing consonants <a href="#">Link</a> ( <a href="https://ufl.voicethread.com/myvoice/thread/14887043/92879676/85097342">https://ufl.voicethread.com/myvoice/thread/14887043/92879676/85097342</a> )	

2

9/8

**Aspiration** [Link \(Links to an external site.\)](#)  
<https://ufl.voicethread.com/myvoice/thread/14892429/92926242/85110050>

**Unreleased Stops** [Link \(Links to an external site.\)](#)  
<https://ufl.voicethread.com/myvoice/thread/14893190/92932461>

**Flap /t/** [Link \(Links to an external site.\)](#)  
<https://ufl.voicethread.com/myvoice/thread/14912763/93098942/85240311>  
[ks to an external site.\)](#)  
<https://voicethread.com/myvoice/thread/14917647/93140007/85273416>

9/10 CM, **Chapter 3**, esp pp. **77-83**

DO for  
 SEPTEMB  
 10th

**Presenting  
 Instruction  
 Content  
 Activity**

3

9/15

**Glottal /t/** [Link \(Links to an external site.\)](#)  
<https://ufl.voicethread.com/myvoice/thread/14912989/93100689/85242137>

**Omitted /t/** [Link](#)  
<https://ufl.voicethread.com/myvoice/thread/14912920/93100081/85241321>

DO for  
 SEPTEMB  
 17th

**Listening  
 Activity fo  
 Allophone  
 /t/**

9/17 CM, **Chapter 10** on listening

4

9/22

**Syllabics /n/ and /l/** [Link \(Links to an external site.\)](#)  
<https://voicethread.com/myvoice/thread/14916484/93129582/85266099>

**Clear /l/ and Velar /l/** [Link \(Links to an external site.\)](#)  
<https://voicethread.com/myvoice/thread/14917271/93136610/85271063>

**/h/** [Link](#)  
<https://voicethread.com/myvoice/thread/14917647/93140007/85273416>

9/24 **DUE--COURSE ASSIGNMENT 1**

Celce-Murcia et. al, **Chapter 3**, especially pp **83-85**

DO for  
 SEPTEMB  
 24th

**Discussio  
 Board**

5

9/29

Vowels in NAE

Other Vowels in NAE

DO for  
OCTOBER

10/1

Celce-Murcia et. al, **Chapter 4**, especially pp. **113-124**;  
table on p. **125** is condensed info!

**Explaining  
vowels  
activity**

6

Celce-Murcia et. al, **Chapter 4**, especially pp. **124-160**;  
table on **160** is super helpful!

10/6

schwa v wedge [Link \(Links to an external site.\)](http://wstyler.ucsd.edu/posts/difference_schwa_wedge.html)  
([http://wstyler.ucsd.edu/posts/difference\\_schwa\\_wedge.html](http://wstyler.ucsd.edu/posts/difference_schwa_wedge.html))

Other Vowels in NAE

DO for  
OCTOBER

10/8

Spelling and vowels

[Vowel spelling and pronunciation.docx](#)

**Assessing  
Vowel  
Explanatic  
Activity**

7 10/13

**DUE--COURSE ASSIGNMENT 2**

What's a syllable [Link \(Links to an external site.\)](#)

(<https://voicethread.com/myvoice/thread/13899222/85404916>).

Stress and reduced vowels [Link \(Links to an external site.\)](#)

(<https://voicethread.com/myvoice/thread/14937042/93303993/85405733>)

DO for  
OCTOBER  
15th

10/15

CM **Chapter 5**, esp pp. **184-217**

**Stress  
Activity**

8 10/20

Assmilation [Link \(Links to an external site.\)](#)

(<https://voicethread.com/myvoice/thread/14948653/93403862/85493622>)

**Progressive Assimilation**

10/22

CM, **Chapter 5**, especially p. **168**

Do for  
OCTOBER  
22nd

**Storytelling  
activity:**

**9 10/27**

**Regressive assimilation**

**Coalescent assimilation**

DO for  
OCTOBER  
29th

**10/29**

Celce-Murcia et. al, **Chapter 5**, especially pp. **168-171**

Brown (2006) Reductions and teaching

[Reductions and teaching.docx](#)

**Reduction  
activity**

**10 11/3**

Linking

Deletions

DO for  
NOVEMBER  
15<sup>TH</sup>

**11/5**

Celce-Murcia et. al, **Chapter 5**, especially pp. **164-168**;  
p. **172**; pp. **174-184**

**Phrasal Verb  
Activity**

**11 11/10**

Thought groups and prominence

**11/12**

Celce-Murcia et. al, **Chapter 6**, pp. **221-230**

Levis [Levis \(1999\) Intonation revisited \(1\).pdf](#)DO for  
NOVEMBE  
12<sup>th</sup>**Story Acti**

12 11/17

Celce-Murcia et. al, **Chapter 6, skim pp. 230-270**

Levis and Grant

NO VOICETHREADS

DO for  
NOVEMBE  
19<sup>th</sup>

11/19

[Levis and Grant 2003.pdf](#)**Assessing  
Activities  
Activity**

13 11/24

**DUE COURSE  
ASSIGNMENT 3**

NO VOICETHREADS

NO  
HOMEWO

11/25-27

Thanksgiving break





15 12/8

**BRING PROJECT****IN WHATEVER STATE****TO CLAS:**

12/15

**DUE- COURSE  
ASSIGNMENT 4**

## Course Summary:

Date	Details	
Thu Sep 24, 2020	 Course Assignment 1 Transforming your phonetics knowledge	due by 1pm
Tue Oct 13, 2020	 Course Assignment 2 Vowel Explaining	due by 11:59pm
Thu Nov 19, 2020	 Course Assignment 3 Tutoring	due by 11:59pm
Tue Dec 15, 2020	 Course Assignment 4: Curriculum Unit and Voicethread	due by 11:59pm