

**University of Puerto Rico
College of Humanities
English Department**

INGL 3315 – Sec. OU1
August / 2018 - Three (3) credit hours
Mondays & Wednesdays: 8:30 – 9:50

Prof. Robert Dupey

Advanced Course in the Pronunciation of American (US) English

I. Course Description

INGL 3315 is a practical course directed in its entirety toward the improvement of the understanding and pronunciation of *American* (US Network) English. It provides students the tools, tips, theory, techniques, and intensive practice in order to assist them in speaking English in a clear, articulate, and appropriate manner. The course provides students with a variety of activities and tasks which involve both academic and everyday spoken English, with the aim of increasing their working knowledge of a five-part structure, namely *vowels, consonants, syllables* and *stress in words, rhythm, and intonation*.

Textbook: Mojsin, Lisa. (2016). *Mastering the American Accent*. (second edition). NY: Barron's Educational Series, Inc. PDF is available.

II. Course Objectives: At the end of the course students will be able to

- a. observe improvement of their understanding of spoken English;
- b. emphasize particular areas of difficulty in fluid oral expression;
- c. gain greater ease and confidence in oral expression in diverse speech venues;
- d. overcome particularly difficult aspects of the pronunciation of English for speakers of Puerto Rican Spanish;
- e. improve their skills as they identify the possible stigmas encountered in the pronunciation of US Network English;
- f. become more aware of common pronunciation problems;
- g. improve listening skills;
- h. contribute in an effective manner to the inclusion of fellow students with special needs in the classroom and group work

III. Teaching Strategies / Methodology

A communicative approach is used at all times in class. Activities emphasize a great deal of interaction and active participation. They include:

- work in small groups / performance / role plays
- pronunciation practice
- watching and discussing numerous video segments
- formal / informal talks / presentations which focus upon a wide variety of topics, including impromptu speaking exercises
- creative exercises / activities to be presented in spontaneous fashion

Note: INGL 3315 does include alternative methods of teaching and contact hours with students up to 11.25 hours of this 45-hour course. These methods feature the following strategies: coverage of videos focused on articulation, diction, and pronunciation; brief reaction papers and students' recording of spontaneous and prepared speech delivered electronically to the professor.

IV. Tentative Class Schedule

Date(s)	Topics / Class work
August 20	Course Introduction / Discussion of Syllabus / Ice breaker activities
August 22	Ice breaker activities Part I – The Vowel Sounds of US English
October 1 – September 26	Chapters 1 and 2
October 1	TEST I
October 3 – November 5	Part II - The Consonants of US English (Chapters 3 and 4)
November 7	TEST II
November 14 – December 10	Part III: Syllabic Stress, Word Stress, and Intonation (Chapters 5, 6, and 7)
December 10	Test III (Oral)

V. Course Requirements and Evaluation

1. Attendance: Students are expected to attend class each day and also arrive on time. Students will receive a **100 point** attendance grade at the end of the semester. Each unexcused absence to any class signifies a reduction of seven (7) points for this grade:

0 absences = 100%
 1 absence = 93%
 2 absences = 86%
 3 absences = 79%
 4 absences = 72%
 etc.

Students have made a personal commitment to all of their college courses and, therefore, can fully benefit from them only by attending each day. Only serious illness, the loss of a family member or other extremely serious circumstances will be considered as a valid excuse for absences. Punctuality is also very important. Frequent lateness will contribute to a reduction in the attendance grade! This policy will be strictly enforced. Tests and oral presentations have the following value: 100 pts. Both are always announced in advance. Students must be **present** for each test / presentation. Only a very **serious** emergency will be accepted in the case of a make-up exam. If not, a grade of 0 will be given. Make-up tests, given only under these circumstances, will be somewhat different from those taken by the group.

2. There will be two (2) 100 pt. individual oral presentations assigned based upon a variety of topics which arise during the course of the semester.
3. Three (3) tests (two written and one oral)
4. A full (100 pt.) grade based on each student's class participation, daily performance, and effort will be given at the conclusion of the semester.
5. Students are asked to *always* have the following materials in class: their text books, some loose-leaf paper, a small notebook designated for this course, and a pen.
6. Students are requested to keep their cell phones *off* or on *vibrate* while class is in session.

VI. Office Hours

Office Hours – First Semester 2018-2019

Mondays: 10:00 – 4:00

Wednesdays: 10:00 - 4:00

Thursdays: 12:00 – 4:30

Fridays: by appointment only

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Important Notice: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.

VII. Bibliography (used to prepare course).

Gilbert, Judy B. (2012). *Clear Speech Student's Book: Pronunciation and Listening*

Comprehension in North American English. New York: Cambridge University Press.

Hewings, Martin. (2007). *English Pronunciation in Use - Advanced Book*. New York:

Cambridge University Press.

Lane, Linda (2005). *Focus on Pronunciation 3*. NY: Longman, Pearson Group

Mojsin, Lisa. (2009). *Mastering the American Accent* - Paperback.

Schnitzer, Marc. (1997). *Fonología Contrastiva - Español-Inglés Spanish-English/Contrastive Phonology* San Juan: Piedras PR. Inc.

Vowel Overview

- A. Read the sentences below aloud (in pairs).
- B. Place the words which contain the **same vowel sounds** in the following sentences in individual groups below:
 1. I left the black pepper on the little cot.
 2. Please fill my glass with white wine.
 3. The fat man is too busy to read these books.
 4. The child ate some of the crispy chips.
 5. I found a small sheet of very thin paper in the room.
 6. He can't write with his pen with so much pain.
 7. Peter stole a silly seal from John's brother.
 8. Luke looked at those pieces of cheese and crackers.
 9. We watched her stew the cold fruit.
 10. Was the new student ill last week?

NOTE: Do not consider the words *the / I / her* in your analysis. Do all work with a partner.