



University of Puerto Rico  
Río Piedras Campus  
College of Humanities- English Department

## SYLLABUS

INGL 3315 – Sec. OU1

Prof. Robert Dupey

August / 2021 - Three (3) credit hours

Mondays & Wednesdays: 10:00 – 11:20

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### *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 Standard *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*.

**During the first semester of the 2021-2022 academic year, this course is to be offered online.**

**Textbook:** Mojsin, Lisa. (2016). *Mastering the American Accent*. (second edition). NY: Barron's Educational Series, Inc. Available on Amazon / 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

#### IV. Course Outline and Distribution of Time – Online Sessions

| <b>Unit of Study/Theme</b>            | <b>Contact Hours</b> | <b>Date(s)</b>               | <b>Activities</b>   |
|---------------------------------------|----------------------|------------------------------|---|
| Course Introduction                   | 3                    | August 18<br>August 23       | Course Introduction<br>/<br>Discussion of Syllabus / Ice breaker activities   |
| Unit : The Vowel Sounds of US English | 12                   | August 25 –<br>September 22  | Synchronic meetings<br>Assessment activities<br>Instructional videos<br>performance / role plays<br>Assignments<br>Impromptu speaking exercises |
| <b>Exam I</b>                         | 1.5                  | September 27                 | To be held synchronically   |
| Unit II: The Consonants of US English | 9                    | September 29 –<br>October 18 | Synchronic meetings<br>Assessment activities  |

|                                       |     |                             |   |
|---------------------------------------|-----|-----------------------------|---|
|                                       |     |                             | <p>Instructional videos</p> <p>performance / role plays</p> <p>Assignments</p> <p>Impromptu speaking exercises</p>  |
| <b>Exam II</b>                        | 1.5 | October 20                  | To be held synchronically   |
| Unit III:<br>Syllable and Word Stress | 9   | October 25–<br>November 10  | <p>Synchronic meetings</p> <p>Assessment activities</p> <p>Instructional videos</p> <p>performance / role plays</p> <p>Assignments</p> <p>Extemporaneous speaking exercises</p> |
| Unit IV:<br>Intonation                | 9   | November 15<br>– December 6 | <p>Synchronic meetings</p> <p>Assessment activities</p> <p>Instructional</p>  |

|                            |           |   |  |
|----------------------------|-----------|---|--|
|                            |           |   | videos<br>performance /<br>role plays<br>Assignments<br>Impromptu<br>speaking<br>exercises |
| <b>Total Contact Hours</b> | <b>45</b> | - | -  |

## 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. Students must be **present** for each test / presentation. Only a very **serious** emergency will be accepted in the case of a makeup exam.

If not, a grade of 0 will be given. Attendance as well and punctuality are **mandatory**. A close record of each student's attendance at all online sessions will be kept. Make-up tests, given only under these circumstances, will be somewhat different from those taken by the group.

2. There will be at least one individual oral presentation (100 pts.) based upon a variety of topics which arise during the course of the semester.
3. There will be **two oral exams** during the course of the semester. Please note that both exams will be held synchronically (online) during the scheduled dates (see course outline above) and will be carried out individually online.
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 for each class session: their textbooks, any assigned work ready and a notebook.

## **VI. Office Hours**

By agreement – Remote Medium

**Important Notices: 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.**

**“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.**

**Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las**



**Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el/la profesor/a.**

- **Integridad académica: La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.**

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## VII. Bibliography

Cameron, S. (2018). *Perfecting your English Pronunciation*. Mc-Graw-Hill Education, 2<sup>nd</sup> edition.

Derwing, T. & Munro, M.J. (2015). *Pronunciation Fundamentals. Evidence-based Perspectives for L2 Teaching and Research*. John Benjamin Publishing Company. Amsterdam/Philadelphia.

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

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

Nair, R. et. al. (2017). Rethinking the Teaching of Pronunciation in the ESL Classroom. *The English Teacher*. Vol XXXV: 27-40.

Northend, C. (2015). *Exercises for Diction and Pronunciation*. Scholar's Choice.

Reed, M. & Levis, J. (2015). *The Handbook of English Pronunciation*. Wiley-Blackwell.

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

Electronic References:

<https://www.wikihow.com/Improve-English-Pronunciation>

<https://howjsay.com>

<https://www.internationalphoneticalphabet.org/.../ipa-chart-with-sounds>

[International Phonetic Alphabet chart for English dialects ...](#)

[https://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet\\_chart...](https://en.wikipedia.org/wiki/International_Phonetic_Alphabet_chart...)

[Home Page - Rachel's English](#)

<https://rachelsenglish.com>

[https://busyteacher.org/15081-esl-pronunciation-practice-9-best-online.](https://busyteacher.org/15081-esl-pronunciation-practice-9-best-online)

INGL 3315

Prof. R. Dupey

## 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.