



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

SYLLABUS

INGL 3315 – Sec. OU1

Prof. Robert Dupey

January / 2023 - Three (3) credit hours

Mondays & Wednesdays: 10:00 – 11:20 - LPM-215 A

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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*.

This course is offered face-to-face.

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

Unit of Study/Theme	Contact Hours	Activities
Course Introduction	3	Course Introduction / Discussion of Syllabus Ice breaker activities
Unit 1: The Vowel Sounds of US English	12	Assessment activities Instructional videos performance / role plays Assignments Impromptu speaking exercises
Presentation #1	-	-
Unit II: The Consonants of US English	9	Assessment activities Instructional videos performance / role plays Assignments Impromptu speaking exercises
Presentation #2	-	-
Unit III: Syllable and Word Stress	9	Assessment activities Instructional videos performance / role plays Assignments Extemporaneous speaking exercises
Presentation #3	-	-
Unit IV: Intonation and Intensive Practice of Oral Discourse	12	Assessment activities Instructional videos performance / role plays Assignments

		Impromptu speaking exercises
Presentation #4	-	-
Total Contact Hours	45	-

V. Course Requirements and Evaluation

- 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 presentation. Only a very **serious** emergency will be accepted in order to present his / her project at a later date. If not, a grade of 0 will be given. Attendance as well and punctuality are very important. A close record of each student's attendance in all class meetings is maintained.

- There will be occasional written assignments, which, for the most part, will carry a value of 50 points each.
- When deemed necessary, there may be a brief exam (100 pts.) following the conclusion of each unit (Please see course outline above) exams per say, but rather a total of four (4) oral presentations, which will include themes such as explaining a process, extemporaneous speech, student addresses concerning certain topics which will serve the needs of a given audience, and group podcasts, among others.
- 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.
- Students are asked to always have the following materials for each class session: their textbooks, any assigned work ready and a notebook.

Summary of Evaluations: Students will have a total of six (6) evaluations as described above; each will have a full value of 100 points.

Distribution of Evaluations:

Presentations: 80%

Class Participation: 10%

Attendance: 10%

VI. Office Hours

Office: English Department Resource Center – Pedreira 106

Mondays and Wednesdays: 11:30 -1:00

Tuesdays and Thursdays: 10:00 - 12:30

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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 tip 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.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.

VII. Bibliography

Cameron, S. (2018). *Perfecting your English Pronunciation*. Mc-Graw-Hill Education, 2nd 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...

[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)