



University of Waterloo

Winter

**Course number:** ESL 103R  
**Course name:** English Phonetics

**Instructor:**  
**Office:**  
**Tel:**  
**E-mail:**  
**Class time**  
**& Location:**  
**Office Hours:**

### **Course description:**

This course is intended to help students identify their pronunciation challenges and work towards improving the comprehensibility of their English in both academic and professional environments. There is a strong focus on individual sounds (vowels and consonants) as well as syllable and sentence stress, rhythm, intonation patterns and compensatory strategies. There are 4.5 hours of classes each week. This course is for students whose first language is not English. It is not open to students with native like, near-native, or similar advanced ability.

### **Course objectives:**

By the end of this course, successful students will be able to

- develop an individual pronunciation profile and self-correct for consonant and vowel sound problems stress, rhythm and intonation
- recognize the correspondences between English spelling and pronunciation and use the International Phonetic Alphabet (IPA) symbols to identify sound differences and transcribe words
- isolate and pronounce vowels and consonants identified in the pronunciation analysis
- identify and use stress and unstress at both the word and sentence level
- use appropriate intonation patterns, pitch changes and rhythms for English phrases
- apply the rules for linking and blending consonants and vowel sounds across words
- use the appropriate paralinguistic cues of communication that impact pronunciation
- use strategies to achieve comprehensible pronunciation in academic and professional contexts.

Text

Grant, Linda. Well Said: Pronunciation for Clear Communication. 3<sup>rd</sup> ed. Boston: Heinle and Heinle, 2009.

*You will receive handouts in class and online pronunciation links on Desire2Learn*

## Grading

Student grades will be weighted in the following manner for a total of **100%**:

**Participation and Professionalism (10% total):** Students are responsible for attending all classes as most assessment takes place during class. Participation includes being on time, engaging in all class activities, working in groups as an active participant, and being respectful of others. Cell phones and laptops must remain off during class.

**Online Pronunciation assignments (10% total):** Students will submit 2 online pronunciation assignments on a specific pronunciation point.

**Pop Quizzes (30% in total):** During the term there will be 5 short quizzes that test phonetic transcription, syllable stress, content and function words, intonation patterns etc. These tests may be given without prior announcement.

**Team PowerPoint Presentation (10%):** Students will use PowerPoint to deliver a 10-minute comparative report that must include numbers and graphs. A Q & A session will follow.

**Individual Presentation (15%):** Students will give an informative speech, which will last for 8-10 minutes.

**Midterm Feedback:** Students will have a short feedback session with the instructor in order to set some pronunciation goals for the second half of the semester. While this is not graded, not attending this session will result in a 3% deduction from the overall grade for the term.

**Final Test (20%):** The first half of the test – a written test of phonetic knowledge - will be completed in-class. The second half of the test is an individual final interview which assesses overall pronunciation of spoken English.

### Grading:

Participation	10%
Pop Quizzes	25%
Team Presentation	15%
Individual Presentation	15%
On line assignments	10%
Final Exam	20%

### Evaluation Policy:

- Undergraduate students will receive a numerical grade on their transcript (for example 75%).
- Graduate students will receive a 'CR' for 'credit' or 'NCR' for 'no credit'. While they will not receive a numerical grade on their transcripts, they will receive an unofficial grade at

the end of the term. Graduate students must complete 100% of the assignments and receive an unofficial grade of at least 50% in order to receive a “CR.”

## Schedule of Activities and Assignments

The week of	Focus for the week	Activities/Assignments – In class	Home Assignments
Week 1 Jan. 7	Pronunciation Needs Analysis Placement of sounds in the mouth IPA symbols	Course Introduction Individual Introductions The Big Picture of Pronunciation	<b>Needs Analysis (not graded)</b> <i>Well Said: Chapter 1 Handouts</i>
Week 2 Jan. 14	IPA symbol transcription Sound/Spelling Patterns Voiced/voiceless sounds -s and -ed endings	Revealing the past	<i>Well Said: Chapter 2; Chapter 3, p.29- 48 Handouts</i>
Week 3 Jan. 21	Content and function words Word stress in numbers Compound nouns Nouns and verbs	Presentation skills and Reporting Data	<b>Online Assignment 1</b> (Due Tuesday, Sept 25 <sup>th</sup> ) <i>Well Said: p. 88-97; p.50-65</i>
Week 4 Jan. 28	Word stress continued Schwa Predictable Word Stress Nouns and adjectives	PowerPoint Tips Practice for team presentations	<i>Well Said: p. 69-84 Handouts</i>
Week 5 Feb. 4	Intonation and Word Focus Vowel Colour Charts	<b>Team Presentations</b>	<i>Well Said: 108-119 p.185-188 Handouts</i>
Week 6 Feb. 11	Intonation patterns The two “th’s”	<b>Midterm Feedback Interview</b>	<i>Well Said: p. 162-165</i>
Feb.18	<b>Reading Week NO CLASSES</b>		
Week 7 Feb. 25	Chunking the language “Green and mint” vowels	Extemporaneous speaking practice	<i>Well Said: p. 189- 192 p.149</i>
Week 8 Mar. 4	Phrasing, Pausing, Linking, Reduced Speech “grey and red” vowels Importance of gesturing Importance of tone	Interrupting, agreeing, disagreeing and complaining. “Softening” the tone	<b>Online Assignment 2</b> (Due Tuesday, Oct. 30) <i>Handouts Well Said: p. 96-99; 142-148 p. 193-195</i>
Week 9 Mar. 11	Importance of tone continued “Blue and wood vowels”	Informative Presentation practice	<i>Well Said: p.186 Handouts</i>
Week10 Mar. 18	Consonant clusters Other problematic consonants	<b>Informative Presentations</b>	<i>Well Said: 166-183</i>
Week 11 Mar. 25	Review of pronunciation compensation strategies and personal pronunciation plan.	<b>NO CLASS FRIDAY MARCH 29 (GOOD FRIDAY)</b>	<i>Handouts</i>

	Linking and blending in verb tenses		
Week 12 Apr. 1	Putting it all together	<b>Final interviews are during class time</b>	<b>FINAL INTERVIEWS</b>
Week 13 Apr. 8	<b>FINAL IN-CLASS TEST</b> <b>FINAL INTERVIEWS (Continued)</b>		<b>FINAL INTERVIEWS/TEST</b>

*\*This outline may be altered to better suit the needs of the class.*

## **Important notes**

### ***Attendance***

Students are expected to maintain regular attendance, and **to arrive to class on time**. It is the sole responsibility of the student to catch up on lecture material missed due to absenteeism and/or lateness.

### ***Penalties for Late or Missed Assignments***

One mark per day will be deducted from an assignment score if permission for an extension has not been given. Illness **must** be verified by a medical note.

## **IMPORTANT COURSE INFORMATION**

### **Final Examination Policy**

For Winter 2013, the established examination period is April 11-25, 2013. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

### **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Academic Integrity:**

***Academic Integrity:*** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

***Discipline:*** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.