**Level 4 Pronunciation Syllabus**

**Intensive English Program**

**Kennesaw State University**

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| Teacher: Jeannie Beard, PhD Contact: jbeard2@kennesaw.edu Textbook: Grant, L. (2007). *Well Said Intro.* Heinle Cengage Learning: Boston, MATime and Location: Tuesday/Thursday 4A 10:00-11:30; UV 2001 4D 4:45-6:15; UV 2001 |

**Course Description:**

This is an advanced level course on the pronunciation of American English. One book is required: *Well Said Intro* by Judy Gilbert. We will be going through units 4, 5, and 6 of the book. This course will cover the basic sounds of American English, linking words together to make speech more natural, placing emphasis on important words, placing correct stress on syllables in words, using pauses in our speech, and using facial expressions with body gestures to emphasize meaning. We will also discuss the TOEFL exam and the IELTS exam, practicing strategies for answering questions on the speaking sections of the tests. We will be using authentic materials to analyze natural speech. Course concepts will be applied through classroom discussion, activities, and two presentations.

**Course Goals:**

**Goal 1: Students will use resources to identify and produce correct pronunciation**

**Goal 2: Students produce organized and correctly pronounced responses to standardized test prompts**

**Goal 3: Students monitor and evaluate their pronunciation**

**Goal 4: Students will identify and produce correct stress and pauses in words and sentences**

**Goal 5: Students will identify and use correct pronunciation in intonation, linking, rising/falling, and speaking rhythm**

**Attendance Policy:**

Student should be in class and on time. Students will be marked tardy (late) if they arrive 10 minutes after the class begins, and will be marked absent if they arrive 30 minutes after the class begins. Three tardies equals one absence. Students on an F-1 or J-1 visa can jeopardize their visa status after accumulating three absences in any one class. There are no excused absences.

Please see the Student Handbook for more information.

**Academic Integrity:**

Students are expected to follow the instructions of the teacher. All homework should be completed by the student alone unless it is group work which will be arranged by the teacher. Homework and assignments should be completed and submitted on time. No late work will be accepted. Electronic devices, books, and notes will not be allowed during exams and quizzes. A student is not allowed to use the work of another with the intent of submitting it as their own. If a student borrows work from someone else, the other person must be acknowledged as the original author of the work.

**Grading Policy:**

You will receive a letter grade for this course. Your grade will be based on the following:

**Course Assessment:**

**In-class participation 15%**

**1st Presentation 25%**

**2nd Presentation 25%**

**Homework and Quizzes 35%**

**Course Grades**

**Final grades will be assigned as follows:**

**A—90%-100% / Highly recommended to advance to next level**

**B—80%-89% / Recommended to advance to next level**

**C—70%-79% / Barely recommended to advance to next level**

**D—60%-69% / Questionable whether to advance to next level**

**F—0%-59% / Not recommended to advance to next level**

At the end of the 8 week session you will receive a grade of A, B, C, D, or F. This will help you understand how you have performed in this class during the session. A grade of A, B, or C indicates that you have completed the work and met the course goals and objectives. A grade of D or F indicates that you have not completed all of the work and therefore you have not met the course goals and objectives.

**Course Policies:**

1. **RESPECT and consideration for others precedes all.**
2. **Be prepared and be on time.**
3. **Turn off cell phones!**
4. **Be honest and don’t plagiarize or cheat—you will get caught, and you’re only cheating yourself!**

**Suggested Course Schedule:**

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| Week 1 | Basic rhythm: Stressed wordsWord endingsFocus on phonemes: Consonants/IPAUnderstand the Rubric and self-assessment: TOEFL Test | Chapter 9 |
| Week 2 | Basic rhythm: Reduced wordsMidterm Evaluation: Respond to a TOEFL test prompt | Chapter 10 |
| Week 3 | Quiz: Writing what you hear with the IPAFocus WordsIELTS test overview | Chapter 11 |
| Week 4 | Rhythm in EnglishIntonationUnderstanding the rubric: IELTS | Chapter 12 |
| Week 5 | Practicing the first question on the TOEFL testUnderstanding the TOEFL rubricFocus on phonemesUsing thought groups | Chapter 13 |
| Week 6 | Connected SpeechPulling it all together: Stress, rhythm, and intonation working togetherIELTS test practice | Chapter 14 |
| Week 7 | Presentation preparation |  |
| Week 8 | Final presentations |  |