

SYLLABUS
Queens College/CUNY
Education Unit

Spring 2009

LCD 720: TEACHING ENGLISH SOUND STRUCTURE
Wednesdays, 6:30-9:20 pm, **Kissena Hall**, room KS 340

INSTRUCTOR INFORMATION

Nel de Jong, Assistant Professor, Linguistics & Communication Disorders
Office: Kissena Hall, 325; Office hours: Monday & Wednesday, 4-5 pm; 718-997-2864;
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COURSE DESCRIPTION

Introduction to the sound structure of English and applications to teaching ESL.
3 hr.; 3 cr. Prereq. or coreq.: LCD 701.

CONCEPTUAL FRAMEWORK Queens College Principles for Educator Preparation (QC-7)

This course is being offered by the MS in Education: TESOL Program, which is part of the Education Unit at Queens College. The Education Unit seeks to promote equity, excellence, and ethics in urban education and is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course is aligned with the Education Unit's commitment to preparing educational professionals to work in diverse urban and suburban communities. Specifically, the knowledge, skills, and dispositions that candidates will develop/demonstrate at the successful completion of this course are directly linked to the Education Unit's seven principles: 1) discipline specific competencies, 2) learning and development, 3) families and urban communities, 4) diversity, inclusion, democracy and social justice, 5) language and literacy, 6) curriculum, instruction, and assessment, and 7) technology.

COURSE GOALS/OBJECTIVES

- To introduce the predominant models of the sound system of standard North American English and to establish the value of these models in the training of teachers of English as a second language (QCP 1, 2; NYS ix, ii; INTASC 1, 2, 7; SPA 1a, 1b; ESL 1, 3, 4)
- To expose teacher candidates to a variety of methods used in teaching the pronunciation of English as a second language, discussing the historical foundations of each (QCP 1, 5; NYS ix, iv; INTASC 1, 3, 6; SPA 1a, 5a; ESL 1, 3, 4, 5)
- To promote the use of sound pedagogy in teaching pronunciation to speakers of English as a second language, through the use of instructional practices based on generally accepted findings in the field (QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4)
- To foster information literacy by enhancing the understanding and associated skills necessary for the sound use of technology to carry out academic tasks and to interact with the instructor and peers (QCP 7; NYS vi; INTASC 6; ESL 2)

REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES

Textbook (required): Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press. (This text is available for purchase at the QC bookstore.)

Supplies: Headset with microphone (optional); access to a computer (if you have none, please see me as soon as possible).

WEEKLY TENTATIVE SCHEDULE

WEEKLY MEETING(S)	TOPIC	READING(S)	STANDARDS
01/28 02/04	Introduction	Chs. 1, 2 Derwing & Munro (2005)	QCP 1, 2; NYS ix, ii; INTASC 1, 2, 7; SPA 1a, 1b; ESL 1, 3, 4
02/11 02/18 02/25 03/04 03/11	The sound system of North American English	Chs. 3, 4, 5, 6	QCP 1, 5; NYS ix, iv; INTASC 1, 3, 6; SPA 1a, 5a; ESL 1, 3, 4, 5
03/18	Midterm due; Phonetic analysis with PRAAT	TBA	QCP 7; NYS vi; INTASC 6; ESL 2
3/25 04/01 04/22	The interface with perception, linguistic competence, knowledge of orthography*	Chs. 7, 8, 9; Chs. 2 and 14 of Phonics They Use	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
04/29 05/06 05/13	Implementation	Chs. 10, 11 Ch. 12 Language lesson paper due	QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4
05/20	Summary of the semester	N/A	QCP 7; NYS vi; INTASC 6; ESL 2

* No class on 04/08/09 and 04/15/09

ASSIGNMENTS, DUE DATES, AND GRADING PLAN . A final letter grade will be assigned based on a number grade calculated from your scores on the following components of the course, which will each be graded using a point system:

- Take-home midterm exam (30% of final grade), due 03/18
 - Language lesson paper (30% of final grade), due 05/13
 - Homework assignments (30% of final grade), due dates TBA
 - Participation in and out of class (10% of final grade)
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- Guidelines for all of these will be discussed in class and will be provided on the course Blackboard site.
 - Number to letter-grade conversion will follow QC's established system; a copy is on the course web.
 - Make-ups for the midterm will only be granted under extraordinary circumstances.
 - Assignments handed in late will be penalized: 1 point off for each day the assignment is late; extensions only under extraordinary circumstances.
 - Assignments need to be submitted electronically, unless indicated otherwise. Instructions will be provided in class and posted on the course Blackboard site.

FIELDWORK REQUIREMENTS • None.

CUNY POLICY ON ACADEMIC INTEGRITY • Academic dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: qcpages.qc.cuny.edu/provost/policies/index.html.

ADA STATEMENT • Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.); e-mail address: mailto:pratik_patel@qc.edu.

USE OF STUDENT WORK • All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

ADDITIONAL INFORMATION • This class has an online component, managed using CUNY's Blackboard server. The Blackboard site for this class will be used by your instructor to distribute supplementary materials, important course-related announcements, and student grades; by you to hand in some of the assignments; and by you to engage in asynchronous discussions. To access the Blackboard server:

- If you already have a CUNY Portal ID, login at <https://blackboard-doorway.cuny.edu>.
- If you don't have a CUNY Portal ID, go to the CUNY Portal, <http://www.cuny.edu>, and get yourself registered.
- Check your Blackboard profile to ensure that an email address that you check on a regular basis is the one that is listed. If you need to update your email address, go to <http://esims.cuny.edu> and make the changes there.
- If you have questions, you'll probably find answers at <http://qcpages.qc.cuny.edu/edtech/BlackBoard/students.html>.

BIBLIOGRAPHY

Recommended textbooks

Avery, P. & Ehrlich, S. (1992). Teaching American English pronunciation. Oxford University Press.

Cunningham, P. (2008). Phonics they use: Words for reading and writing (5th edition). Longman.

Ladefoged, P. (2006). A course in phonetics. Thompson.

Small, L. (2005). Fundamentals of phonetics: A practical guide for students. Pearson.

Transcription reference

Pullum, G. & Ladusaw, W. (1996). Phonetic symbol guide (second edition). University of Chicago Press.

Electronic resources

- International Phonetic Association (www.arts.gla.ac.uk/IPA/ipa.html)
- SIL International (www.sil.org), software and fonts
- UCLA Phonetics laboratory (www.humnet.ucla.edu/humnet/linguistics/faciliti/uclaplalab.html)