**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

 Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

**ENGLISH AS A SECOND LANGUAGE 098P - SOUNDS AND RHYTHMS OF AMERICAN ENGLISH**

 1. **Course Number** **Course Title** **Semester Units**

ESL 098P Sounds and Rhythms of American English 3

 **Semester Hours**

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. **Prerequisites**

 A “Pass” grade in ESL 088 and ESL 088L and 088R or advisory placement in ESL 098 or equivalent.

 **Corequisite**

 None

 **Recommended Preparation**

 None

 3. **Catalog Description**

This is an intermediate-level course designed to assist non-native English speakers in developing both oral and aural language skills through their improving their understanding of spoken North American English as well as the articulation of this particular dialect in varied genres and with different communicative purposes. All in-class and extra-class lessons are designed to assist non-native English speakers who have acquired level-appropriate vocabulary and a functional level of grammatical accuracy. This course is offered on a Pass/No Pass basis only.  (Nondegree credit course)

 4. **Course Learning Objectives**

 The student will:

 a. Differentiate native-language phonemes from American English both orally and aurally.

 b. Differentiate native-language stress, rhythm, and intonation patterns from American English both orally and aurally.

 c. Accurately produce the American English phonemes in repetition and sound discrimination drills.

 d. Improve accurate production of American English phonemes in connected speech.

 e. Improve stress, rhythm, and intonation appropriate to American English.

 f. Understand and use shortened forms: contractions and reductions.

 g. Evaluate the comprehensibility and quality of short student speeches using a grading rubric.

 h. Evaluate and correct grammar, syntax, and function-word errors used in language produced in the class, including the omission of inflectional morphemes, auxiliary verbs, prepositions, and determiners.

 i. Comprehend and use the International Phonetic Alphabet to improve pronunciation accuracy.

 j. Analyze their own pronunciation problems and learn how to overcome them.

5. **Instructional Facilities**

 Standard Classroom

6. **Special Materials Required of Student**

 None

7. **Course Content**

1. American English phonemes and sound segments with a focus on problem sound contrasts
2. Syllables, syllable count, and syllable stress
3. Pitch patterns, phrasing, rhythm, sentence stress patterns, and intonation

 d Contractions and other reduced forms of speech

 e. Strategies for oral production activities such as poster talks, situational role-plays, short planned or impromptu speeches, and informal debates at the intermediate level.

8. **Method of Instruction**

 a. Lecture

 b. Discussion

 c. In-class guided practice

 d. Collaborative learning (e.g. small group work, pair work, peer review, and team-based learning)

 e. Video tutorials

 f. Teacher-student conferencing

9. **Methods of Evaluating Student Performance**

 a. Homework assignments to include exercises on sound segment identification, syllable stress, phrasing and rhythm as well as intonation pattern practice and analysis

 b. Quizzes and tests, including midterm and final exams

 c. Group and individual oral presentations Speaking and listening assessments on selected themes and genres, such as “TED talk’ presentations, role plays, and panel presentations.

10. **Outside Class Assignments**

 a. Written exercises include interviews, surveys, reflections, as well as research and composition of short speeches.

 b. Various textbook listening and articulation exercises.

 c. Web-based articulation, listening comprehension, and self-analysis exercises.

 d. Writing and rehearsing of various in-class oral performance tasks using varied genres.

11. **Representative Texts**

 a. Representative Texts:

Grant, Linda. Eve Einselen Yu. *Well Said Intro*. Boston, Massachusetts: Heinle Cengage Learning,

2017.

b. Supplementary Texts:

 None

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

 The students will have a greater understanding of their own pronunciation when speaking North American English as well as a much better understanding of the speech sounds along with the common stress, rhythm, and intonation patterns of NAE. This understanding helps students more effectively monitor and correct their own NAE speech in college and daily life.