Course credits: Five (5)
Instructor: Charles Li, Ph.D.
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Time/classroom: MW2:00-3:40 p.m./ Farrell Hall 212
Office location: L&L 403H
Office Hours: T1:00-2:30, R9:30-11:00, or by appointment

Required Texts

Course Description
Overview of phonetics and phonology, with an emphasis on North American English (NAE); review of natural classes of sounds; analysis of phonemes, allophones, and distinctive features; examination of phonological rules and processes; discussion of suprasegmental features; and pedagogical treatment of phonetics and phonology in the TESOL context.

Course Requirements
Regular attendance; active participations and constructive discussions; timely completion of assigned exercises; discussion leadership of self-selected exercises and questions at the end of each chapter in the textbooks; three equally-weighted examinations; a one-page prospectus for a seminar paper; an annotated bibliography of six or more journal articles; a seminar paper of ten pages or longer on a topic of own interest related with this course; two oral presentations (one on a self-chosen entry in the annotated bibliography and one on your seminar paper). Given that we operate on the quarter system (i.e., a few weeks shorter than the semester system), I urge you to consider a topic as early as you can so that you can begin working on your prospectus and seminar paper in a timely manner.

Learner Outcomes and Assessment
1. **Outcome**: Be adept at international phonetic/phonemic symbols and their variations, use them as a learning, teaching, and research tool to transcribe English speech, describe the English sound system, and teach the system.
   **Assessment**: An examination on the segmental sound system of English.

2. **Outcome**: Be able to analyze and describe stress, rhythm, phonological rules and processes, phonological prominence, intonation in connected speech, and related pedagogy.
   **Assessment**: An examination on the supra-segmental features and patterns of English.

3. **Outcome**: Be able to demonstrate knowledge of intersections of the English sound system with other areas of language as well as knowledge of pedagogical treatments.
   **Assessment**: An examination on the interface between phonology and other language areas.

4. **Outcome**: Apply knowledge and skills to areas of own interest in phonetics, phonology, and/or interlanguage phonology of English.
   **Assessment**: Class discussion leadership, an annotated bibliography, two oral presentations, and a graduate seminar paper.

ENG 432 students will also take the three aforementioned examinations, but with fewer and modified questions, will also write a term paper but of shorter length (about six pages), and will
make one oral presentation instead of two. You will not be required to complete an annotated bibliography.

**Grading Policies**

ENG 532: Three examinations (20% each for a total of 60%), an annotated bibliography (10%), a seminar paper (25%), and two oral presentations (2.5% each for 5% total).

ENG 432: Three examinations (23% each for a total of 69%), a term paper (26%), and an oral presentation (5%).

We shall follow this grading scale: A = 94% or higher, A- = 90 - 93.9%, B+ = 87 - 89.9%, B = 84-86.9%, B- = 80 - 83.9%, C+ = 77 - 79.9%, C = 74 - 76.9, C- = 70 – 73.9, and so on.

**Tentative Weekly Assignments**

(Subject to adjustments as needed)

**1st wk: Sept. 23**

- Ch 1 The History and Scope of Pronunciation Teaching (2-12)
- Ch 2 Research on the Teaching and Acquisition of Pronunciation Skills (15-35)

**2nd wk: Sept. 28, 30**

- Ch 2 (continued)
- Part II: The Sound System of North American English: An Overview (41-49)
- Ch 3 The Consonant System (50-77)
  - **What the Teacher Needs to Know:** Phonemes and allophones; the phonemic alphabet; a phonemic alphabet for English consonants
  - **Teaching the Phonemic Alphabet to Students:** Presenting the phonemic alphabet to students
  - **What the Teacher Needs to Know:** The consonant inventory
  - **Teaching the Consonant Inventory to Students:** Presenting the consonant inventory and consonant contrasts to students
  - **Using a Communicative Framework to Teach Pronunciation:** Description and analysis (using examples of /l/ and /r/), listening discrimination, controlled practice and feedback, guided practice with feedback, communicative practice and feedback
  - **Teaching Other consonant Contrasts**

**3rd wk: Oct. 5, 7**

- Ch 3 The Consonant System (77-112)
  - **What the Teacher Needs to Know: The Effect of Environment on Consonant Quality:** Positional restriction; positional variation; initial and final stop consonants; syllabic consonants; light /l/ versus dark /l/
  - **Teaching the Effect of Environment on Consonant Quality:** Presenting to students initial and medial stop consonants, the flap allophone, final consonants, and syllabic consonants.
  - **What the Teacher Needs to Know:** Consonant clusters and their productions
  - **Teaching and Presenting Consonant Clusters to Students**
  - **Conclusion:** Relative functional load for consonants
  - **Exercises** (110-112)
4th wk: Oct. 12, 14
Ch 4 The Vowel System (113-160)
--What the Teacher Needs to Know: The NAE Vowel System: A classification of NAE vowels: the vowel quadrant, round vs. spread, tense vs. lax, tense/lax vowels and diphthongs of NAE; summary of the characteristics of NAE vowels and diphthongs
--What the Teacher Needs to Know: The Effect of Environment on Vowel Quality: Vowel length, /r/-coloring, /l/-coloring, vowels colored by nasal consonants; reduced vowels
--Teaching the NAE Vowel System to Students: Presenting the NAE vowel system to students; listening discrimination; controlled practice and feedback; guided practice with feedback; communicative practice and feedback
--Conclusion: Relative functional load for vowels
--Exercises (161-162)
• Seminar paper prospectus due in class (Oct. 12)
• Examination I (the last hour of Oct. 14)

5th wk: Oct. 19, 21
Ch 5 Connected Speech, Stress, and Rhythm (163-207)
--What the Teacher Needs to Know: Connected Speech: contractions, blends, and reductions; linking; assimilation; dissimilation; deletion; epenthesis
--Teaching Connected Speech to Students: description and analysis; controlled practice; guided practice; communicative practice
--What the Teacher Needs to Know: Word Stress: where the stress falls in a word, a word’s origins; affixation, prefixes, suffixes, stress-demanding suffixes, stress-changing suffixes
• Your annotated bibliography due (10/21)
• For ENG 532 students: Oral presentation of one selected entry from your annotated bibliography (10/21)

6th wk: Oct. 26, 28
Ch 5 Connected Speech, Stress, and Rhythm (208-217)
--grammatical function: reflexives, numbers, compounds, phrasal verbs
--Teaching Word Stress to Students: Description and analysis, listening discrimination, controlled practice, guided practice, communicative practice
--What the Teacher Needs to Know: Sentence Stress and Rhythm
--Teaching Sentence Stress and Rhythm to Students: Description and analysis, listening discrimination, controlled practice, communicative practice
--Conclusion and Exercises (217-220)

7th wk: Nov. 2, 4
Ch 6 Prominence and Intonation in Discourse (221-243)
--What the Teacher Needs to Know: Prominence: Thought groups, intonation unit, focus/prominence, normal/unmarked stress, emphatic stress, contrastive stress
--Teaching Prominence to Students: Description and analysis, listening discrimination, controlled practice, guided practice, communicative practice
--What the Teacher Needs to Know: Intonation and Meaning:
--Finality: Expressing and Eliciting Facts: Declarative statements, commands, and wh-questions, new information and shifted focus; uncertainty: yes/no questions, statements as questions, open-choice alternative questions (or-questions), tag questions signaling uncertainty, repetition questions, echo questions

8th wk: Nov. 9 (Nov. 11: Veterans Day, no class)
--Nonfinality: Listing information, closed-choice alternative questions (or-questions), appositive constructions, parenthetical expressions
Ch 6 Prominence and Intonation in Discourse (con’t: 243-269)
--Getting Attention: Calling, announcing oneself
--Expressing Emotion: Disinterest or boredom, excitement, surprise or disbelief
--Teaching Intonation to Students: Description and analysis, listening discrimination, controlled practice, guided practice, communicative practice
--Conclusion and Exercises (269-272)

9th wk: Nov. 16, 18
• Examination II (the first hour of Nov. 16)
Part IV: Intersections of the Sound System with Other Areas of Language (365)
Ch 10 Pronunciation and Listening (366-390)
--The Listening Process: what mishearing research reveals about listening; what dictation reveals about learner comprehension
--Developing Listening Skills through Pronunciation Awareness: listening for thought groups; listening for prominence; listening for reduced speech; listening to distinguish numbers; listening to distinguish word boundaries: segmentation issues
--Integrating Pronunciation into a Listening Lesson: understanding key vocabulary; understanding signal words in a lecture; understanding signal words in a conversation; understanding specific details
--Conclusion and Exercises (390-393)
Ch 11 The Sound System and Morphology (394-418)
--Regular Inflectional Morphology: the –s inflectional ending; teaching the –s ending to students; the ed- inflectional ending; the participial inflection –ing; the comparative and superlative inflectional endings

10th wk: Nov. 23 (Nov. 25: Thanksgiving Recess, no class)
--Irregular Noun Plurals
--Irregular Verbs
--Part-of-Speech Alternations
--Conclusion and Exercises (415-418)
Ch 12 The Sound System and Spelling (419-444)
--American Spelling: Emergence and Reforms
--The Alphabet

11th wk: Nov. 30, Dec. 2
--Spelling-to-Sound Correspondences for Vowels
--The Great English Vowel Shift
--Stressed and Unstressed Vowels and their Spelling Patterns
--Consonant Letter-Sound Correspondences: Spelling Variations and Phonological Alternations
--Word-Internal Palatalization
--Silent Consonant Letters
• Examination III (the last hour of Dec. 2)

12th wk: Dec. 7, Monday
• Seminar paper due in class
• Oral presentations of seminar papers: Noon – 2:00 p.m.