



ANTELOPE VALLEY COLLEGE  
**Academic Affairs**  
**Course Outline of Record**

**Academic Affairs Only**

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/25/10
<input type="checkbox"/>	Pre Req/Advisories
<input checked="" type="checkbox"/>	Other Changes: Repeatability
<input checked="" type="checkbox"/>	SLOs 3/3/2008

**COURSE SUBJECT & NUMBER:** ESL 030

**COURSE NAME:** ESL Vocabulary and Pronunciation 3

**COURSE UNITS:** 4 **COURSE HOURS:** 4 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

*Advisory:* Completion of ESL 020 or eligibility for ESL030

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This low-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. NOTE: No grade will be given for this class; student will receive "pass" or "no pass" only. (This credit course is not applicable to the associate degree and certificate programs.)

**COURSE OBJECTIVES:** *( Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

**Upon completion of course, the successful student will be able to:**

- 1) Understand and apply the meaning, spelling, and pronunciation of high-frequency vocabulary at the intermediate level through reading high-interest, non-fictional passages (e.g., personal finance, technology, crime prevention, conservation).
- 2) Recognize and apply: contextual clues for word meanings; synonyms; antonyms, and affixes (e.g. prefixes: re-, in-, un-, ex-, dis-, pre-, super-, anti-, pro-; suffixes: -ed, -ing, -ous, -ist, -tion, -ate, -ize).
- 3) Distinguish aurally and express with correct pronunciation the American English vowel and consonant segmentals, as well as the English suprasegmentals (stress, linking, reductions, & intonation) of intermediate vocabulary.
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of an ESL dictionary and thesaurus, as well as online links for vocabulary and/or pronunciation.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Vocabulary (suggested themes):

- A) Healthy Eating
- B) The News
- C) Technology and Communications
- D) Travel
- E) Hollywood
- F) Numbers and Meanings
- G) Sports
- H) The Body
- I) Leisure Time
- J) Music
- K) Biographies
- L) Preparing for a Job
- M) TV
- N) The Environment

E) Linking Sounds in Connected Speech

- 1) Slow speech and connected speech
- 2) Common words and phrases in connected speech
- 3) Linking: consonant + vowel
- 4) Linking: consonant + consonant
- 5) Sounds that link words: /w/ and /y/
- 6) Short sounds and disappearing /h/

F) Intonation

- 1) Prominent words
- 2) Repeated words for prominence
- 3) Falling and rising intonation
- 4) Pausing
- 5) Focus words
- 6) Predicting intonation

II) Pronunciation Skills

A) VOWELS and VOWEL CLUSTERS

- 1) i, I, ey, and e
- 2) ae and a
- 3) u, U, and ow
- 4) ai, au, and oi

B) Consonants

- 1) p, b, t, d, k, g
- 2) t and d; p and b
- 3) s, z, f, v, θ, ð
- 4) θ and ð; f, v, p and b
- 5) š, ch, ž, and dž
- 6) w, y; l and r
- 7) w and v; l and r
- 8) m, n, and ŋ

C) Consonant Clusters

- 1) Consonant cluster sounds
- 2) Word-initial consonant clusters
- 3) Word-medial consonant clusters
- 4) Word-final consonant clusters

D) Stress and Rhythm

- 1) Syllables and stress
- 2) Patterns of stress in words
- 3) Stress in numbers
- 4) Stress in noun compounds
- 5) Pronouncing unstressed syllables
- 6) Predicting stress in words
- 7) Rhythm
- 8) Rhythm on moving stress

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**TYPICAL HOMEWORK ASSIGNMENTS:** (Do not include in-class work, quizzes, or tests)  
*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Each week reading assignments include a variety of low-intermediate, high-interest texts which are used for the purpose of developing new vocabulary. (See Suggested Texts or Other Instructional Materials.)

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Each week students are required to complete written exercises in both the vocabulary and pronunciation workbooks. Students may also contribute weekly entries to a vocabulary journal and/or pronunciation log in order to monitor learning and develop independent study skills.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

n/a

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

A culminating presentation (e.g., oral report, poster display, favorite ... speech, radio commercial) may be assigned throughout and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of oral and written vocabulary as well as pronunciation.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.*

**Reading Assignments:** 2

**Writing Assignments:** 2

**Computational Assignments:**

**Other Assignments:** 4

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, music, games, and audio/visual aids.

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1 (vocabulary) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 2) Students' fulfillment of Objective 2 (various lexical components, e.g., roots, affixation) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 3) Student's fulfillment of Objective 3 (pronunciation of segmentals and suprasegmentals) is evaluated by workbook homework, pronunciation logs, oral presentations, and pronunciation tests.
- 4) Students' fulfillment of Objective 4 (independent study skills) is evaluated by pronunciation logs & vocabulary journals and vocabulary & pronunciation tests.

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

- 1) Shapiro, Norma and Jayme Adelson-Goldstein, J. (2009). The Oxford Picture Dictionary (2<sup>nd</sup> Ed.). Oxford: Oxford Univ. Press.
- 2) Fuchs, Marjorie. (2009). The Oxford Picture Dictionary - Inter. Wkbk. (2<sup>nd</sup> Ed.). Oxford: Oxford Univ. Press.  
or
- 3) Anderson, Neil J. (2010). Active - Skills for Reading: Book 2 (2<sup>nd</sup> Ed.). Boston: Heinle & Heinle.  
and
- 4) Lane, Linda. (2005). Focus on Pronunciation. White Plains: Pearson Education.
- 5) Gilbert, Judy B. (2009). Clear Speech (2<sup>nd</sup> Ed.). Cambridge: Cambridge Univ. Press.