

SYLLABUS  
Queens College/CUNY  
Education Unit

Spring 2006

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

**INSTRUCTOR INFORMATION** ▪ Eva M. Fernández, Assistant Professor, Linguistics & Communication Disorders  
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Office: Kissena Hall, 355; office hours: Wednesdays, 5-6 pm

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

**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 about 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, and is on reserve at the Library.)

Supplies: headset with microphone (optional), access to a computer (if you have none, please see me!).

**WEEKLY TENTATIVE SCHEDULE**

DATE	TOPIC	ASSIGNMENTS	STANDARDS
02/01 02/08	Introduction	Chs. 1, 2	QCP 1, 2; NYS ix, ii; INTASC 1, 2, 7; SPA 1a, 1b; ESL 1, 3, 4
02/15 02/22 03/01 03/08 03/15	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
03/22	Midterm	(n/a)	QCP 7; NYS vi; INTASC 6; ESL 2
03/29 04/05 04/26 05/03	The interface with perception, linguistic competence, knowledge of orthography	Chs. 7, 8, 9	QCP 5; NYS iv; INTASC 3, 6; SPA 5a; ESL 1, 3, 4, 5
05/10 05/17	Implementation	Chs. 10, 11, 12	QCP 6; NYS v, vii, ix; INTASC 1, 3, 4, 7, 8, 9; ESL 1, 3, 4
05/24	No class, exams week	Language lesson paper due	QCP 7; NYS vi; INTASC 6; ESL 2

**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:

- Midterm exam (100 points, 30% of final grade), 03/22
- Language lesson paper (100 points, 30% of final grade), due 05/24
- Homework assignments (4 × 25 points = 100 points, 30% of final grade)
- Participation in and out of class (10% of final grade)

Guidelines for all of these will be discussed in class and will be provided on the course web.

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; no extensions.

Assignments will be submitted electronically. Instructions will be provided in class and posted on the course web.

**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: <http://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: [pratik\\_patel@qc.edu](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

Textbooks: Ladefoged, P. (2006). *A course in phonetics*. Thompson. ▪ Avery, P. & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford University Press. ▪ 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](http://www.arts.gla.ac.uk/IPA/ipa.html)) ▪ SIL International ([www.sil.org](http://www.sil.org)), software and fonts ▪ UCLA Phonetics laboratory ([www.humnet.ucla.edu/humnet/linguistics/faciliti/uclaplab.html](http://www.humnet.ucla.edu/humnet/linguistics/faciliti/uclaplab.html))