

## COURSE SYLLABUS

### **ALI 252: ADVANCED PRONUNCIATION SKILLS WORKSHOP (2 units)** **FALL 2014, Section 10168 (THH 207, Tues. & Thurs., 11:00 a.m. – 12: 20 p.m.)**

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**Office Hours:** *By appointment*

## COURSE DESCRIPTION

The **Advanced Pronunciation Skills Workshop** is designed primarily to help non-native speakers of North American English (NAE) improve their production of the broader features of spoken language known as *suprasegmentals*, or connected speech. Elocution for clarity of specific sounds (consonants and vowels) is practiced in class on an as-needed basis as well as addressed individually. Students learn to notice how meaning is conveyed in features such as pause structure, overall sentence and word stress, rhythm, timing (especially syllable length), and intonation contours and pitch patterns. With the acquisition of attentive listening skills, students are best equipped to incorporate recognizable patterns into productive speech practice.

Activities include listening to authentic speech samples from a variety of sources, including short lectures, academic news and poetry, producing audio recordings and reflections that document their increasing awareness and development of native-like speech patterns, preparing short presentations and a group project, and keeping a vocabulary log. Early in the semester, the Instructor holds individual advisory consultations during which a detailed preliminary diagnostic analysis of each student's pronunciation profile is reviewed and goals ("targets") are discussed. Skype or Vsee consultations are a unique feature available in ALI 252 that accommodates students' schedules by providing some flexibility.

Regular listening and mindful, *deliberate* speaking practice outside of the classroom and use of the various resources posted to Blackboard are crucial to making progress toward the goal of speaking NAE more comprehensibly and thereby engaging in increasingly successful oral communications in academic, professional, and social encounters.

## COURSE OBJECTIVES

*By the end of this course, students should:*

- ◆ Understand fundamental patterns of overall sentence stress and word stress, rhythm, timing, and intonation in North American English
- ◆ Have independently addressed their individual pronunciation target-points, including difficulty in producing specific vowel and/or consonant sounds, in consultation with the instructor
- ◆ Have achieved competence in identifying the broader features of NAE and demonstrate the ability to effectively self-monitor and correct their own speech production
- ◆ Demonstrate competency in proactively using a dictionary to verify sound and stress
- ◆ Feel increased confidence about their intelligibility and comprehensibility when speaking

## **COURSE REQUIREMENTS**

- ◆ **Required Textbook in hard copy:** Carol A. Fleming. (2013). *It's the way you say it: becoming articulate, well-spoken, and clear*. San Francisco, CA: Berrett-Koehler Publishers, Inc. (ISBN: 9781609947439)
- ◆ Audio recording software for making mp3 sound files (e.g., Audacity).  
*Leavey Library lends audio recording devices for checkout.*
- ◆ Ability to participate in Skype or Vsee consultations/tutorial sessions with the Instructor.
- ◆ An English-English dictionary.  
Strongly recommended: *Collins COBUILD Advanced Dictionary of American English*. Glasgow, UK: HarperCollins Publishers. ISBN 13: 978-1-4240-0363-1

## **International Teaching Assistant (ITA)-specific Requirements**

### *Participation in the ITA ~ uSC Program:*

The “uSC” (Undergraduate Student Consultant) Program offers an opportunity to practice English with a native speaker outside the classroom. ITAs are assigned a “uSC” with whom they meet outside of class two hours per week, starting week 4, for a total of 20 hours. The program offers a chance to work on teaching skills, fluency, slang, pronunciation, conversation, or any other areas related to interaction with native speakers.

### *ITA OBSERVATIONS*

All ITAs with teaching duties (whether leading a lab or discussion, or holding office hours) will be observed at least once during the semester. The observation will be video-recorded for evaluation and follow-up consultation with the instructor.

### *ITA EXIT EXAMINATION*

To qualify for the ITA exam at the end of the semester, students must complete all course-related assignments, attend all meetings with their uSC (undergraduate Student Consultant), and comply with ALI policy on absences as indicated above. Absences include hours missed with the uSC and missed appointments with the instructor. Any necessary make-up meetings with the uSC must be held prior to the ITA Exit Exam date.

**Course Website.** The course website can be found at <https://blackboard.usc.edu>. Use the website to find announcements, check for details and updates on homework assignments, listen to audio homework and submit digital sound files to the assignments box. Assignments are tracked on Gradebook. Note that Blackboard can be used to locate and contact classmates.

**Students with Disabilities.** Any student requiring accommodation based on a disability is required to register with the Disability Services and Programs (DSP) office each semester. A letter of verification for the approved recommendations can be obtained through DSP. Please be sure that the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. DSP's telephone number is (213) 740-0776.

**Proficiency in English.** “The ability to communicate effectively in English – to read, write and speak the language fluently – is vital to your success as a university student. USC graduate applicants are therefore expected to demonstrate English-language proficiency as part of the

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application process.” (Retrieved January 13, 2013 from <http://www.usc.edu/admission/graduate/international/englishproficiency.html>)

**Note to Undergraduate Students:** Academic success in the United States depends on your ability to communicate effectively in English. A degree from USC signifies that the holder has achieved the proficiency in English that is required for professional and academic endeavors. (See USC’s UG admissions website.)

## COURSE POLICIES

**Homework. Late homework is unacceptable.** With documentation of a legitimate excuse, credit for late work may be considered. Students must adequately complete all assignments in order to pass the course or risk a grade of No Credit. Chronically late homework submissions will result in No Credit and the course will have to be repeated.

### Attendance and Punctuality.

Students are expected to attend every class. If a class is missed, the work must be completed for the missed class, plus the subsequent class. It is imperative that students come prepared to class regardless of a prior absence, and it is the student’s responsibility to keep current with assignments by consulting the syllabus, the course website, and classmates. Participation in class is dependent on the completion of homework, so always come prepared.

**Be on time to class.** *Arriving significantly late to class counts as absence in real time.* In accordance with ALI policy, if absences exceed the equivalent of four 6 hours (or 4 sessions) of class time, no credit (NC) can be given for the course. Chronic tardiness counts cumulatively toward absenteeism. Mandatory conferences with the instructor are scheduled as equivalent to one class session (or 1.5 hours) and if such conference is missed, the absence will be reflected on the attendance record.

Keep a three-ring binder with all handouts given in class and bring all materials and the course textbook to class.

## CLASS CONDUCT

Kindly observe the following guidelines:

- Please turn off or silence cellphones before coming to class. Text messaging is not allowed. Step out if you need to communicate using your cellphone.
- Please, no eating during class time.
- There is no break during ALI 252. Please take this into consideration with respect to conducting personal business.
- Lengthy adjournments during class time (leaving class and not returning within a reasonable period of time) may be counted as absence.
- Always demonstrate courtesy and respect toward all classmates and the instructor. If a student’s behavior is interpreted as harassing or threatening to anyone, s/he will be referred to the appropriate campus authorities.

**Communication.** Students are required to activate and utilize their USC e-mail accounts for communications with the instructor and classmates. Students are responsible for checking their e-mail on a regular (daily) basis and responding to messages related to the course in a timely manner. Always respond to the instructor’s emails as needed in a timely manner.

## GRADING BREAKDOWN

Homework: 40%, Participation: 20%, Midterm Exam: 20%, Final Exam: 20%  
*ALI courses are Credit/No Credit, or non-letter-graded courses.*

**CR (Credit)** is equivalent to C minus quality or better for undergraduate courses and B quality or better for graduate courses with no effect on GPA.

**NC (No Credit)** Less than the equivalent of C minus quality for an undergraduate, and less than the equivalent of B quality for a graduate, **non-letter-graded course** with no effect on GPA.

**IN (Incomplete)** is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). Arrangements for an IN and its completion must be initiated by the student and agreed to by the instructor prior to the final examination.

## Weekly Schedule ~ ALI 252, Section 10168 Tuesdays and Thursdays, 11:00 a.m. ~ 2:20 p.m. (THH 207)

This semester’s “theme” is culture, science, and phenomena of Los Angeles and the state of California. The content of our weekly listening and practice assignments will revolve around this theme.

|                            | <b>Skills</b>   | <b>Assignments*</b>   |
|----------------------------|---|---|
| <b>Week 1:</b> 8/26 & 8/28 | Course Introduction<br><br>Pause Structure and Pacing   | ~Diagnostic speech samples (due Aug. 30 <sup>th</sup> , <i>end of day</i> )<br>~Read Fleming, <i>Preface</i> and <i>Introduction</i>                |
| <b>Week 2:</b> 9/2 & 9/4   | Prominence (Content vs. Function words);  | ~Read Fleming, Chapter 1 + “Resources,” pp. 217-226<br><br>*See course Blackboard for details on audio recordings and other assignments             |
| <b>Week 3:</b> 9/9 & 9/11  | Vowel Quality/Word Stress/Vocabulary Logs<br>~Student-Instructor individual diagnostic consultations (9/9)        | ~Midterm proposal due 9/9 during consultation with instructor<br>~Audio Reflection #1 due 9/14  |
| <b>Week 4:</b> 9/16 & 9/18 | Word Stress and Vowel Quality, cont’d.  | ~ Read Fleming, Chapter 2<br>~Script MT Pres. Due 9/16 in class; typed, double-spaced<br>~Part A, MT Presentation Practice Audio Recording due 9/19 |
| <b>Week 5:</b> 9/23 & 9/25 | Linking and Flow<br>Overall Sentence Stress or Alternating Stress and Unstress (“American Science Idol” activity) | ~Part B, MT Presentation Practice Audio Recording due 9/26  |
| <b>Week 6:</b> 9/30 & 10/2 | Focused Practice / Midterm Presentation Practice  | ~ Read Fleming, Chapter 3<br>~Vocabulary Log due 10/4   |
| <b>Week 7:</b> 10/7 & 10/9 | <b>Midterm Presentations</b>  | ~Self-Evaluation and Reflection +<br>Audio Reflection #2 due 10/12  |

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| <b>Week 8:</b> 10/14 & 10/16  | Tracking Practice<br>Intonation Contours/Pitch Patterns    | ~Read Fleming, Chapter 4<br>~Group Project assignments  |
| <b>Week 9:</b> 10/21 & 10/23  | Integrated practice  | ~Final Presentation proposal due  |
| <b>Week 10:</b> 10/28 & 10/30 | Group Project Presentations                                | ~Script, audio, and first slide due for Final Presentation<br>~Read Fleming, Chapter 5                  |
| <b>Week 11:</b> 11/4 & 11/6   | Integrated practice  | ~Audio recordings in practice of the Final Presentation<br>~ <b>Audio Reflection #3</b> due             |
| <b>Week 12:</b> 11/11 & 11/13 | Integrated Practice; final presentation practice           | ~Read Fleming, Chapter 6<br>~Vocabulary Log due 11/15   |
| <b>Week 13:</b> 11/18 & 11/20 | Integrated practice; group practice.                       |   |
| <b>Week 14:</b> 11/25         | <b>Final Presentations</b><br>11/27 – Thanksgiving Holiday | Final Presentation Self-Evaluation and Reflection – due 11/29<br>~Audio Reflection #4 due (Final) 11/29 |
| <b>Week 15:</b> 12/2          | <b>Consultations</b>                                       |   |

\*Assignments include but are not limited to audio recordings submitted once or twice each week; the timing may vary depending on individual performance. *Details of homework assignments are posted to the course Blackboard.* Announcements are updated weekly.