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**CETL 8797: PRONUNCIATION FOR INTERNATIONAL GRADUATE STUDENTS**

**SPRING 2014**

**COURSE:** CETL 8797: Oral Communication for Graduate Students

**TIME:** 9:35 – 10:55

**LOCATION:** Cloud Commons 278

**INSTRUCTOR:** Jane Chisholm

**OFFICE:** Room 103 O’Keefe **Building**

**E-MAIL ADDRESS:** jane.chisholm@pe.gatech.edu

**OFFICE HOURS:** 9 – 9:30 and 11 – 11:30 by appointment

**COURSE DESCRIPTION**

In this class, you will work on fluency, accuracy, and appropriateness in spoken communication so that you will feel more prepared and confident with communicating and participating within your academic community. More specifically, students will work on the pronunciation of sounds (vowels and consonants), learn common generalizable stress rules, specifically in academic vocabulary, reduction and rhythm, and intonation rules. In class activities, students will practice English sound production with other students and in short recorded or presented assignments. In addition, students will work on non-verbal communication, including use of voice and pausing and facial, hand, and body gestures in active production practice with other students and with the instructor in at least 2-1/2 one-on-one meetings. Students will be required to record some of their spoken assignments, and they will be recorded.

**LEARNING OUTCOMES**

If you successfully pass this course, you will be able to do the following by the end of the course:

1. Be aware of your specific pronunciation challenges (e.g., sound production, stress)
2. Begin to self-monitor and self-correct (i.e., you will hear yourself make errors in pronunciation and then correct yourself immediately)
3. Understand the principles of linking of sound.
4. Produce and generalize common stress patterns in English.
5. Understand English rhythm from reducing function words and stressing content words.
6. Use common intonation patterns to communicate meaning (i.e., contrasting ideas)
7. Use voice and pausing to establish mood.
8. Use hand and facial gestures and eye contact to communicate meaning
9. Communicate more effectively in informal situations that require “small” talk, or conversational English, and impromptu speaking.

**GRADING GUIDELINES**

At the end of this course, you will receive a course grade of pass or fail. To pass this course you will need to successfully complete the following:

* An initial assessment meeting (a list of a minimum of 20 field-specific terms)
* Short pronunciation assignment 1: Definition(s) of field-specific terms
* Short pronunciation assignment 2: Description of a visual
* Story-telling (one-on-one meeting with instructor + telling the story to the class)
* Monolog (one-on-one meeting with instructor + monolog presented to the class (recorded))

**GRADING:** To pass this class and receive credit, you must attend at least 15 of the 18 one and a half-hour classes and fulfill the individual conference requirements. During the final few weeks of meeting, you will be doing exit assessments. If you know that you will miss more than three class sessions, you should consider taking this course during a future semester. In addition to the regular weekly classes, a minimum of two hours of individual student/instructor conferencing are required for each student during the semester. You will also be expected to prepare speaking assignments to present in small groups or in front of the instructor/class.

**INDIVIDUAL CONFERENCING:**

**BEGINNING AND END TERM ASSESSMENTS:** During the first week of the semester, you **must** sign up for one 30-minute **ENTRANCE ASSESSMENT (the schedule is below)**. During this entrance assessment, you will be asked to explain your general field and your specific field of interest and to answer both personal and professional questions. I will give you three scores in the categories of grammar/vocabulary, pronunciation, and overall successful communication skills. Based on this assessment, we will set goals for you to achieve over the course of the semester. Then your progress will be measured in the **EXIT ASSESSMENT** .

**TUTORIALS**: In addition to the beginning and end term assessments, you are required to meet with the instructor one-on-one for a minimum of 2 hours. In these tutorials, you will be presenting either field-specific material based on your individual needs (i.e., conference presentations, dissertation proposal or defense, departmental or class presentation) or preparing/rehearsing an assignment for the class. Some tutorials can focus mainly on pronunciation if there is a need. **You are responsible for scheduling these conferences with the instructor.** \*If you cannot attend an appointment, you must notify the instructor as soon as possible to reschedule. Instructor availability is limited and a canceled appointment can result in a conference that cannot be rescheduled. You are encouraged to meet more than the two hours with the instructor if time is available on the tutorial calendar.

**Instructor’s Make-up Policy**

If you miss a presentation during the day on assigned day that they delivered, you must still deliver the presentation under the terms set by the instructor.

**Useful Links**

**For Pronunciation of Specific Consonants and Vowels:**

<http://www.uiowa.edu/>

<http://international.ouc.bc.ca/>

**For Work with Rhythm and Intonation**

<http://www.americanrhetoric.com/>

<http://www.ted.com/>

<http://www.academicearth.org/>

<http://www.npr.org/>

**Course Syllabus**

Here is the weekly plan of what we will be doing in class. I will let you know any changes to the plan.

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| --- | --- | --- |
| **Jan. 7**  Class 1 | Warm up activity – meeting a new person, “small talk” questions, and basic intonation.  Pronunciation: the sound system (vowels) and practice | **Homework for meetings:** Prepare for your first meeting by making yourlist of at least 25-30 field-specific terms (e.g., words, phrases, abbreviations). The list should consist of the words you use regularly in your general or specialized field of study. |
| **Jan. 9**  Class 2 | Warm-up activity (“small talk” practice)   * Vowels and consonants | Meetings will be taking place |
| **Jan. 14**  Class 3 | Warm-up activity   * Consonants * Begin problematic sounds for all | Some meetings will still be taking place |
| **Jan. 16**  Class 4 | Warm-up activity  Collect all questionnaires.  Discuss meetings and home practice with sounds, stress, and other pronunciation issues. |  |
| **Jan. 21** | Word endings and linking—practice  Defining a term | **Homework for Jan. 23:** Bring a list of 3 common but complex terms in your field of study—Write (1) the formal definitions of all three; and (2) a simplification of the terms—one that everyone can understand. Bring them all to class. |
| **Jan. 23**  Class 5 | Defining a term: Extending the definition  Word endings and linking—practice | **Homework for Jan. 28:** For one of your terms, expand using one of the five methods of expansion and prepare to explain your term. Concentrate on pronouncing all of the words accurately and using the –ed and –s endings. |
| **Jan. 28**  Class 6 | Warm up activity   * Define your term in a small group. * Common stress rules of English |  |
| **Jan. 30**  Class 7 | Warm-up activity  Common stress rules of English | **Homework for Feb. 4:** Prepare an introduction of a speaker, paying attention to stress and –ed/-s endings. |
| **Feb. 4**  Class 8 | Warm-up activity  Common stress rules of English.  Introducing a speaker. |  |
| **Feb. 6**  Class 9 | Warm-up activity   * Preparing and explaining a visual/terminology for figures | **Homework for Feb. 13:** Create (or find) a visual, preferably from your research, on a Power Point slide. Send it to me and bring one copy. Prepare to explain it to the class.  If the visual contains a complex term or idea, make sure you prepare to add an explanation of the term—in simple language. |
| **Feb. 11**  Class 10 | Warm up activity   * Explaining a visual in small groups. Volunteers present in front of class. |  |
| **Feb. 13**  Class 11 | Warm up activity (Using facial expressions to express excitement or disbelief)  Non-verbal communication: Developing a relationship with your listeners. Impromptu situations using non-verbal language.  Using voice (volume, pausing, speed)to maintain listener attention |  |
| **Feb. 18**  Class 12 | Warm-up activity   * Non-verbal communication * Matching gestures/body language with verbal language. | **Assignment for Feb. 25**: Telling a story—using non-verbal communication skills effectively. You will receive a children’s story that you will prepare to tell the class. You will receive a script of the story and a recording of the story. You will listen and mark your story for tone of voice, pausing, and speed. You will also note all of the places in the story where you can match your speech with body language. |
| **Feb. 20**  Class 13 | * Rhythm, pausing, thought groups, and stressed and reduced words (i.e., content and function words) and practice | Make final preparations to tell your story.  Practice once with Jane. (Set up a meeting before or after class, on Friday, or on Monday before Tuesday’s class.) |
| **Feb. 25**  Class 14 | Warm-up  English intonation rules  Story-telling | **Homework for**: Prepare a 1-2 minute topic (no visuals) about something that happened to you—an interesting story about you or someone you know. You can talk about anything. Practice telling the story (no notes!) Use voice (pausing, tone, speed) and nonverbal language (gestures) when you present. |
| **Feb. 27**  Class 15 | * English intonation rules   Telling your story—practice using listening signals (i.e., responding to others with non-verbal/verbal communication) |  |
| **Mar. 4-6** | My spring break – No classes |  |
| **Mar. 11-13** | No classes – Meetings (if requested) |  |
| **Mar. 18-20** | Your spring break – No classes |  |
| **Mar. 25**  Class 16 | Warm up activity (Expressing Opinions/Agreeing and Disagreeing)  Intonation of English and practice   * Work on dialogs | **Homework for Feb. 25:** Dialogs with partners. Mark for stress and intonation; pay attention to –ed and –s endings.  Bring one equation to class. |
| **Mar. 27**  Class 17 | Warm up activity   * Dialogs - perform * Delivery Tips: enunciating key terms, dramatic contrasts, effective pausing * Opening your ears--listening to English intonation, pausing, stress, and so forth. Mimicking native speakers. | **Homework for Apr. 1:** Monolog presentation from American Movie Rhetoric or a short speech from Ted.com. Mark it for pausing, stress, linking, intonation, and focus. Prepare to present the monolog. |
| **Apr. 1**  Class 18 | * Monolog questions/assistance * Practicing with partners |  |
| **Apr. 3** | Monolog presentations  Semester Wrap Up and Review   * Language Reflections * Setting Future Language Goals |  |
| **Apr. 8** | Exit Assessments |  |

**ENTRANCE ASSESSMENT**

**Come to the Language Institute at the O’Keefe Building, Office 103 (Look on the office door for the room we will be using.)**

**What to do:** On the first day of class, Monday, you will sign up for a meeting time. The meeting times will take place in my office between 10:00 and 1:30 on Wednesday and Thursday and between 10 and 3:30 on Friday of the first week of classes. If you cannot come during these times, please let me know immediately, and we can schedule another time.

**What to bring:** Bring yourself and a list of field-specific terminology (explained below—see examples on the next page).

**How to prepare:** Bring a list of a minimum of 25-30 field-specific terminology (i.e., words, phrases, abbreviations. See examples below.) and be prepared to talk about your field of interest. In addition, be ready to discuss communication difficulties you face, concerns you have about communicating, and hopes you have about what you might want to get from this class.

**What to expect:** Plan to be engaged for 30 minutes answering questions (regarding the above).

**Examples of Terminology:**

Mechanical Engineering Computer Science Organic Chemistry

entropy algorithm spectroscopy

orthogonal Fibonacci number molecule/molecular

phase diagram combinatorial transition state

ODE/PDE linear programming RMM (relative molar mass)

Physics Electrical & Computer Engineering Biomedical Engineering

permeability network Gaussian noise

beam splitter topological inhomogeneous

depolarized semiconductor Kalman filter

3PE (3-photon excitation) RC circuit fMRI

Aerospace Architecture Civil Engineering

accelerometer integration convergence

collision avoidance data model parametric study

aspect ratio subcontractor hardening parameters

UAV ER diagram FEA (finite element analysis)

Mathematics Industrial & Systems Engineering

Coefficient distribute/distribution system

exponent reliability

logarithm supply chain

differential equations lean manufacturing

Δx → 0

**SCHEDULE: INITIAL ASSESSMENTS**

Wednesday, Jan. 8

9 – 9:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9:30 – 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1:15 – 1:45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1:45 – 2:15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2:15 – 2:45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2:45 – 3:15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3:30 – 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 – 4:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thursday, Jan. 9

9 – 9:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Meet in the Clough Building outside of classroom)

3:15 – 3:45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3:45 – 4:15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4:15 – 4:45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Friday, Jan. 10

9 – 9:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9:30 – 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10 – 10:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10:30 – 11 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2:30 - 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 – 3:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday, Jan. 13

9 – 9:30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9:30 – 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_