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2023

### LCD 720: Teaching English Sound Structure

Dana Calvet

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## **SYLLABUS**

*Queens College*

*The City University of New York*

*Department of Linguistics and Communication Disorders*

*SPRING 2023*

**Course Number:** LCD 720-004 (47578)

**Course Title:** Teaching English Sound Structure

**Class Schedule:** Mo 6:30-9:20 PM

**Class Format:** Online (Synchronous + Asynchronous)

**Class Format Definition:** According to the Center for Excellence in Teaching, Learning & Leadership (CETLL) at QC, “In an Online class (synchronous\* or asynchronous\*\*), all required contact hours are online. Contact includes instruction, learning activities, and interactions (both student-student and/or student-instructor). All the class work, examinations, quizzes, writing assignments, lab work, etc. are fully online.” Please visit this [mode of instruction](#) link if you’d like to read more, such as the definitions of synchronous and asynchronous classes.

**Instructor:** Dana Calvet

**Contact Information:** [dana.calvet@qc.cuny.edu](mailto:dana.calvet@qc.cuny.edu); 718-997-2963 (Office)

**Preferred Point of Contact:** [Email](#)

**Estimated Email Response Time:** Within 48 hrs. (if email response exceeds 48 hrs.—excluding weekends—please email me again; please DO NOT send repeat emails within the 48 hr. period)

**Office Hours:** M 10-12, T 10-12, Th 5:30-6:30 or by appointment

\*Please schedule Zoom appts. in advance via [danacalvet1.youcanbook.me](#)

### **A. COURSE DESCRIPTION**

Introduction to the sound structure of English and applications to teaching ENL. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701.

### **B. 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. <https://www.qc.cuny.edu/Academics/Degrees/Education/Documents/ConceptualFramework.pdf>

### **C. COURSE GOALS/OBJECTIVES**

- to introduce the predominant models of the sound system of common North American English dialects and to establish the value of these models in the training of teachers of English as a new 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 new 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 multilingual learners, 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).

### **D. REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES**

This is a ZTC (Zero Textbook Cost) course. Readings will be available on Blackboard.

### **E. ASSIGNMENTS, DUE DATES AND GRADING PLAN**

#### **Components:**

- Component 1—**Research Presentation**—30%; See due dates below
  - Component 2—**Demo Lesson**—15%
  - Component 4—**Final Exam**—15%
- There will be one closed book, final exam

- Component 5—**Assignments**—30% --The assignments, which include a quiz, are averaged together and carry equal weight
- Component 6—**Participation**—10%—Participation in the various in-class activities and assignments is required

3. Late assignments will only be accepted with prior approval from the instructor.

Note: If you do not complete an exam by its due date, the grade will be entered an automatic F.

## F. TECHNOLOGY REQUIREMENTS

You will need to utilize **BlackBoard (Bb)** on a high-speed Internet-connected device to access PPTs, various websites, and other materials. It is important you **check Bb regularly and receive announcements by email**. We will also be utilizing Zoom for synchronous online meetings **(you can get an account through CUNY)**.

If you need to borrow technology from QC email [keeplearning@qc.cuny.edu](mailto:keeplearning@qc.cuny.edu).

Email: All online communications and interactions should ideally take place using your [QC email](#) account. This ensures that your online identity is verified and authentic at all times.

Other online programs we will be utilizing:

- **EdPuzzle**
- **Google Docs**
- **Jamboard**

\*A note on ONLINE ETIQUETTE: During the course of synchronous online meetings, discussions with partners/groups, or while displaying any shared work, you are expected to participate with the same level of school-appropriate civility as you would in-person. This includes speaking respectfully and upholding academic integrity at all times.

\*A note on ZOOM PARTICIPATION: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. These recordings will be deleted shortly after our course concludes. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type

questions and comments live. If you are able to, it is highly recommended that you participate fully with your camera and microphone on when appropriate.

Technology Help:

QC OIT Help Desk: (718) 997-4444; Email [helpdesk@qc.cuny.edu](mailto:helpdesk@qc.cuny.edu); or visit [their webpage](#) for Live Chat

[Blackboard User Guides](#)

[Help with Google Docs](#)

[Setting up a Zoom Account](#)

[Cuny Zoom Meetings](#)

[Help with Recording on Zoom](#)

[Help with Sharing a Zoom Recording](#)

[Help with EdPuzzle](#) (our class access information is on Bb)

## G. COURSE TOPICS/UNITS/READINGS AND DATES WEEKLY TENTATIVE SCHEDULE

Color Code:

**Synchronous**

**Asynchronous**

**Synchronous & Asynchronous**

**No Class**

Date (Session)	HW (for next class)	HW (due this day)	Agenda
1/30 (1) <b>Synchronous</b>	Read "Individual Sounds of English" on Bb (Avery & Ehrlich, 1992)  Watch <a href="#">"Phonemes vs. Allophones" video</a> from The Lingspace		Intro to Course

<p>2/6 (2) <b>Synchronous</b></p>	<p>Read the <a href="#">presentation asst.</a> and watch videos I created on conducting research on Bb</p> <p>Find 3 potential research articles and fill out form by 2/24</p> <p>Recommended practice (do not submit): <a href="http://www.yorku.ca/earmstro/imagi ne/Imagine01.pdf">http://www.yorku.ca/earmstro/imagi ne/Imagine01.pdf</a></p>	<p>Read “Individual Sounds of English” (Avery &amp; Ehrlich, 1992)</p> <p>Watch <a href="#">“Phonemes and Allophones” video from The Lingspace</a></p>	<p>Cons. System &amp; Vowel System</p>
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**2/13, College Closed, No Class**

**2/20, College Closed, No Class**

<p>2/21 (3) *QC Monday <b>Asynchronous</b></p>	<p>Read chapter, “Beyond controlled, guided, and free practice” on Bb by Brinton et al. (2022) and submit written response by 2/24</p> <p>Continue to narrow down and</p>	<p>Read chapter “Beyond controlled, guided, and free practice” by Brinton et al. (2022) and submit written response by 2/24</p> <p>Read presentation</p>	<p>Current Views on Pronunciation Teaching</p>
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	<p>select a top-choice research article</p> <p>Recommended practice (do not submit):  <a href="https://www.cambridge.org/features/genetti/CH02-IPAtranscription/">https://www.cambridge.org/features/genetti/CH02-IPAtranscription/</a></p>	<p>asst. and watch videos I created on conducting research</p> <p>Have 3 potential research articles and fill out form</p> <p>Recommended (do not submit):  <a href="http://www.yorku.ca/earmstro/imag/ine/imagine01.pdf">http://www.yorku.ca/earmstro/imag/ine/imagine01.pdf</a></p>	
<p>2/27 (4)  <b>Synchronous &amp; Asynchronous</b>  <b>(Short synchronous meeting to practice transcription from 6:30-8:00)</b></p>	<p>Transcription Practice Worksheet  <a href="https://docs.google.com/document/d/1j6DsT4L1fVxmSxGIB1NYh5Cm0V1kV9d4/edit?usp=sharing&amp;oid=110339419785300608346&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1j6DsT4L1fVxmSxGIB1NYh5Cm0V1kV9d4/edit?usp=sharing&amp;oid=110339419785300608346&amp;rtpof=true&amp;sd=true</a>)</p> <p>Initial meeting with presentation team to discuss and approve article selections, then begin to read and annotate article</p>	<p>Read chapter, “Beyond controlled, guided, and free practice” on Bb by Brinton et al. (2022) and submit written response by 2/24</p> <p>Write top-choice research article on Google doc (in-class discussion and activity)</p> <p>Recommended practice (do not submit):  <a href="https://www.cambridge.org/features/genetti/CH02-IPAtranscription/">https://www.cambridge.org/features/genetti/CH02-IPAtranscription/</a></p>	<p>More Transcription Practice</p>

<p>3/6 (5) <b>Synchronous</b></p>	<p>Continue to read and annotate approved article selection</p>	<p><b>Submit Transcription Practice Worksheet</b>  <a href="https://docs.google.com/document/d/1j6DsT4L1fVxmSxGIB1NYh5Cm0V1kV9d4/edit?usp=sharing&amp;oid=110339419785300608346&amp;rt_pof=true&amp;sd=true">           (https://docs.google.com/document/d/1j6DsT4L1fVxmSxGIB1NYh5Cm0V1kV9d4/edit?usp=sharing&amp;oid=110339419785300608346&amp;rt_pof=true&amp;sd=true)         </a></p> <p>Reading on Bb          (Look for it to be posted)</p> <p>Meet with presentation team to discuss and approve article selections, then begin to read and annotate article</p>	<p>Connected Speech</p>
<p>3/13 (6) <b>Asynchronous</b></p>	<p><a href="#">Multilingual Language Learner Transcription &amp; Analysis</a></p> <p>Complete lit review organizer</p>	<p>Continue to read and annotate approved article selection</p>	<p>Speaker Transcription &amp; Analysis</p>
<p>3/20 (7) <b>Synchronous &amp; Asynchronous (Meetings w/ Presentation Groups from 6:30-8:30)</b></p>	<p>Watch Lecture Video and complete questions on EdPuzzle (on Bb)</p>	<p><b>Complete lit review organizer</b></p>	<p>Stress</p>



	<p>Watch <a href="#">Rachel's English video</a> on Content vs. Function words</p> <p>Read on Bb on Stress</p>		
<p>3/27 (8) <b>Synchronous</b></p>	<p>Work on Demo Lessons</p>	<p>Watch <b>Lecture Video and complete questions on EdPuzzle</b></p> <p>Watch <a href="#">Rachel's English video</a> on Content vs. Function words</p> <p>Read on Bb on Stress</p> <p><b>Submit Speaker Transcription &amp; Analysis</b></p>	<p>Demo Lesson Work, Intonation, <b>Team Contracts &amp; IPA Quiz</b></p>
<p>4/3 (9) <b>Asynchronous (Individual Conferences Available)</b></p>	<p>Read two chapters from <i>English with an Accent</i> (Lippi-Green, 2012) on Bb</p> <p>Read/watch the PPTs/<a href="#">videos</a> on sound/spelling correspondence on Bb</p> <p>Complete Demo Lesson</p>	<p>Work on Demo Lessons</p>	<p>Accent bias</p> <p>Sound/Spelling Correspondence</p>
<p><b>4/10, College Closed, No Class</b></p>			

4/17 (10) <b>Synchronous</b>	Complete Presentation	Read two chapters from <i>English with an Accent</i> (Lippi-Green, 2012) on Bb  Read/watch the PPTs/ <a href="#">videos</a> on sound/spelling correspondence on Bb  Demo Lessons (see Bb)	Demo Lessons
4/24 (11) <b>Synchronous</b>		<b>Presentations (see Bb)</b>	Presentations/Demo Lessons & <b>Presentation Peer Grading</b>
5/1 (12) <b>Synchronous</b>		<b>Presentations (see Bb)</b>	Presentations/Demo Lessons & <b>Presentation Peer Grading</b>
5/8 (13) <b>Synchronous</b>			Review/Demo Lessons
5/15 (14) <b>Asynchronous</b>			Final Exam
5/22 (15) <b>Synchronous (Short in-person meeting from 6:30-7:30)</b>			Exam Discussion / Wrap-Up

## H. CUNY POLICY ON ACADEMIC INTEGRITY

[The Policy on Academic Integrity](#), as adopted by the Board, is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:

## **I. LCD DEPT. STATEMENT AGAINST RACISM & DISCRIMINATION**

<https://www.qc.cuny.edu/Academics/Degrees/DAH/LCD/Pages/Statement-on-Racism-and-Discrimination.aspx>

## **J. ADA STATEMENT**

[Students with disabilities](#) needing academic accommodation should: (1) bring proper documentation pertaining to the nature of the disability from a qualified professional to the Special Services Office, Frese Hall 111; (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. To learn more about CUNY Assistive Technology Services and the office located at Queens College, call (718) 997-3774 or visit Frese Hall room 012.

## **K. 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.

## **L. SUPPLEMENTAL BIBLIOGRAPHY**

- Ehrlich, S., & Avery, P. (2013). Teaching American English pronunciation-Oxford handbooks for language teachers. Oxford University Press.
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). Teaching pronunciation hardback with audio CDs (2): A course book and reference guide. Cambridge University Press.
- Cunningham, P. (2008). Phonics they use: Words for reading and writing (5th edition). Longman.
- Ladefoged, P. (2006). A course in phonetics. Thompson.
- Pullum, G. & Ladusaw, W. (1996). Phonetic symbol guide (2nd edition). University of Chicago Press.
- Small, L. (2005). Fundamentals of phonetics: A practical guide for students. Pearson.

## **M. E-RESOURCES**

[IPA Type It](#)

[International Phonetic Association](#)

[SIL International](#) (software and fonts)

[UCLA Phonetics Laboratory](#)

*\*\*\*Please note: The instructor reserves the right to make changes to this syllabus at any time. Students will be notified of any such changes in writing.*