



UNIVERSIDAD DE
COSTA RICA



CIUDAD UNIV. CARLOS MONGE ALFARO
Departamento de Filosofía, Artes y Letras
Sección de Lenguas Modernas
Carrera: Bach. y Lic. en la Enseñanza del Inglés

First Semester 2013 COURSE CONTENTS & DISTRIBUTION (Tentative)	IO-5301 Phonetics & Reading Lab (Laboratorio de Fonética y Lectura) FRIDAYS 10:00 - 11:50 A.M. Requirements: IO-5002 Oral Communication II Lab Co-Requirement: IO-5300 Phonetics & Reading IO-5420 Oral Communication III Credits: 1	Instructor: M.Ed. Tamatha Rabb Andrews Office Hours for Attending Students: Thursdays 9 – 11:50 Office #: 11 Cell Phone: 8836-4247 e-mail: tamcambronero@gmail.com Skype: tamatha.rabb
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COURSE OVERVIEW

This is a practical course which complements the theoretical course IO-5300, Phonetics and Reading, by means of using audio-visual appropriate material to improve one's articulation of the different segments which constitutes English consonants and vowels. Furthermore, student's listening skills will be developed further as the course progresses.

DESCRIPCION DEL CURSO

Curso práctico que completa el trabajo teórico del curso IO-5300, Fonética y Lectura mediante el uso de material audio-visual apropiado. Además, el curso contribuye a una mejor articulación de los diferentes segmentos consonánticos y vocálicos del inglés por parte del estudiante, contribuyendo también al desarrollo de las habilidades de escucha.

REQUIRED PREVIOUS KNOWLEDGE

Students must dominate the different skills that make up the English Language (listening, speaking, reading, and writing) accumulated from Oral Communication I and II as well as Labs I and II.

COURSE OBJECTIVES/ OBJETIVOS:

General / GENERALES	Specific / ESPECÍFICOS
1. Developing the ability to articulate and enunciate the different consonant and vowel segments which embodies various English dialects. Desarrollar la habilidad de articular y enunciar los diferentes segmentos consonánticos y vocálicos de varios dialectos del inglés.	1.1 To articulate vowel and consonant sounds in accordance to the different English language variables. Articular los sonidos vocálicos y consonánticos de acuerdo con diferentes variables del idioma inglés. 1.2 To integrating the language skill of listening to the process of improving oral proficiency. Integrar la habilidad lingüística de escucha al proceso de mejoramiento de la habilidad oral. 1.3 To discriminate socio-cultural content traits in the language through the pronunciation. Discriminar rasgos socio-culturales contenidos en el lenguaje a través de la pronunciación.

2. Discriminating some sound characteristics of variables found in the English language. Discriminar las características propias de los sonidos de algunas variables del idioma inglés.	2.1 To apply theoretical knowledge through pronunciation exercises based upon repetition, discrimination and recognition. Aplicar los conocimientos teóricos sobre la pronunciación en la práctica de ejercicios de repetición, discriminación y reconocimiento.
3. Identifying English language sounds in accordance to the International Phonetic Alphabet (IPA). Identificar los sonidos del idioma inglés de acuerdo al Alfabeto Fonético Internacional (IPA).	3.1 To identify the sounds of the English language according to the place and manner of articulation. Identificar los sonidos del idioma inglés de acuerdo al lugar y la manera de articulación. 3.2 To associate the Phonetic symbols with the pronunciation of words and the English spelling. Asociar la simbología fonética con la pronunciación de las palabras y la ortografía del inglés.
4. Comprehend the importance of ethics in English communication. Comprender la importancia de la ética en la comunicación Inglés.	4.1 To understand five ethical issues in communication. Para comprender cinco aspectos éticos en la comunicación.

COURSE CONTENTS- CONTENIDOS / LINGUISTIC CONTENTS / CONTENIDOS LINGÜÍSTICOS:

During the development of this course, students will practice enunciating consonant and vowel segments of several English dialects --- individually and in context (sentences, paragraphs). Also, students will practice phonetic phenomena such as minimal pairs and assimilation.

Durante el desarrollo de este curso se practicará la enunciación de los diferentes segmentos consonánticos y vocálicos de varios dialectos del inglés tanto de manera individual como en contexto (oraciones, párrafos). También se practicarán fenómenos fonéticos como los pares mínimos (minimal pairs) y asimilaciones (i.e, deletion, elition, assimilation, etc.).

METHOD OF INSTRUCTION

The course is conducted in the language lab. Lessons will consist of repetition, listening and controlled articulation in order to apply the theoretical knowledge in respect to the consonant and vowel segments of English.

METODOLOGÍA Y ACTIVIDADES

El curso se lleva a cabo en el laboratorio de idiomas. Durante las lecciones se realizan ejercicios de repetición, escucha y articulación controlada con el fin de aplicar los conocimientos teóricos con respecto de los segmentos consonánticos y vocálicos del inglés.

EVALUATION / EVALUACIÓN

A total of three tests will be given throughout this course: the first two with a value of 30% and the last with a value of 40%. All tests will be conducted in the laboratory, and at least one week before each test, the instructor will specify the material to be included.

Se realizarán un total de tres pruebas, las dos primeras con un valor de 30% y la última con un valor de 40%. Todas las pruebas se realizarán en el laboratorio y al menos una semana antes de cada prueba se especificará el material a ser incluido.

Partial Exam I	30%
Partial Exam II	35%
Final Exam	35%

'AMPLIACIÓN' EXAM / EXAMEN DE AMPLIACIÓN

If a student obtains a note from 6.0 to 6.5, he/she will be entitled to an "ampliacion" exam, which assesses the contents studied during the semester. If one passes this exam, the score will be 7.0.

En caso de que el estudiante obtenga una nota de 6.0 o 6.5, tendrá derecho de hacer un examen de ampliación, en el cual se evaluarán los temas estudiados en el semestre. Si aprueba este examen, su nota será de 7.0.

SCHEDULE OF TOPICS

Session / Week		Topics / Exercises
1	March 11 - 15	Organization of the Course & Discussion of the Syllabus
2	March 18 - 22	The Consonants: Plosives: [p] [b] [t] [d]
3	March 25 - 29	Easter Week / Semana Santa
4	April 1 - 5	The Consonants: Plosives: [k] [g] Fricatives: [f] [v]
5	April 8 - 12	The Consonants: Fricatives: [θ] [ð] [s] [z]
6	April 15 - 19	The Consonants: Fricatives: [χ] [ʎ] [h] Nasals: [m]
7	April 22 - 26	University Week / Semana U
8	April 29 – May 3	First Partial Exam / I Prueba Parcial
9	May 6 - 10	The Consonants: Nasals: [n] [ɲ] Glides: [w]
10	May 13 - 17	The Consonants: Glides: [r] [j] Lateral: [l]
11	May 20 - 24	The Consonants: Affricates: [tʃ] [dʒ]
12	May 27 - 31	Front Vowels [i] [e] [æ] [ɪ] [ʊ]
13	June 3 - 7	Second Partial Exam / II Prueba Parcial
14	June 10 - 14	Back Vowels: [u] [ʊ] [o] [ɔ] [ɯ] [ʏ]
15	June 17 - 21	Mid Vowels [ɘ] [ɤ] [ɜ] [ɞ]
16	June 24 - 28	Diphthongs: [aɪ] [aʊ] [ɪʊ] [eɪ] [oʊ] [ɔɪ] [ɔʊ]
17	July 1 - 5	Third Partial Exam / III Prueba Parcial
18	July 8 - 12	Ampliacion Exam

Note: Slight changes may occur in the COURSE CONTENTS AND DISTRIBUTION. You are responsible to take note(s) of these changes as they occur.

BIBLIOGRAPHY / REFERENCIAS

Baker, A. & Goldstein, S. (1990). *Pronunciation Pairs: An introductory course for students of English*. New York: Cambridge University Press.

Dale, P. & Poms, L. (2005). *English Pronunciation Made Simple*. New Jersey: Pearson Education, Inc.

Dale, P. & Poms, L. (1985). *English Pronunciation for Spanish Speakers (vowels)*. New Jersey: Prentice Hall Regents.

Dale, P. & Poms, L. (1986). *English Pronunciation for Spanish Speakers (consonants)*. New Jersey: Prentice Hall.

Gilbert, J. (2001). *Clear Speech from the Start: Basic Pronunciation and Listening Comprehension in North American English*. New York: Cambridge University Press.

Hahner, J. (2002). *Speaking Clearly: Improving Voice and Diction 6th Edition*. Boston: McGraw Hill.

Hewings, M. & Goldsten, S. (1998). *Pronunciation Plus: Practice Through Interaction (North American English)*. New York: Cambridge University Press.

COURSE POLICIES

- **Please note that university rules clearly and emphatically stipulate that all cell phones must be turned off during class. As such, lab students are to place their phones within their bags which are then stored in the English lab bookcase near the door.**
- **All absencies must be cleared with the professor in order to continue with the course. One unjustified absence results in the loss of this course. An absence may be justified with a certified note from the UCR doctor or a death in the immediate family. In either case, the justification must be turned in no later than a week from the absence.**
- **Three late arrivals equals 1 unjustified absence---the same goes for leaving early from class.**

Ethical Communication:

Communication is the lifeblood of human experience. It helps us to develop relationships, understand others and the world we live in. For better communication, understanding the obvious and the subtle issues relating to communication is necessary. The following are vital characteristics of ethical communication.

- **Conveying the point without offending the audience:**

While communicating to the audience, conveying the desired message to them in a significant manner is of primary importance. For instance, the employees in an educational institution can be asked to increase their efficiency in a demanding manner whereas school directors will feel offended if the same tone is used on them. There are different ways to explain the exact things to them in a much smoother manner.

- **Maintain a relationship with the audience:**

Maintaining the same wavelength with the audience is very important for a communicator to ensure the audiences feel at home. Experienced communicators immediately build a relationship based on trust with the audience as soon as they start speaking. Great orators such as Winston Churchill and Mahatma Gandhi always were able to maintain a relationship with their audience because they were masters at striking the same wave length of the audience.

- **Avoid withholding crucial information:**

In the modern era, information is vital for all decisions. Hence, it is vital for any organization to be cautious when communicating with the public. The communicated information should be absolute and all vital information must be conveyed appropriately. Purposely withholding crucial information might result in the public conceiving a bad image.

- **Well organized value system:**

In order to ensure that this concept is successfully practiced and understood in an organization, a well-organized value system must be established throughout the organization by the top management. If an organization functions on the base of value systems common to both the top management and the employees, mutual respect between them will be present. A sound and healthy value system can make way for ethical communication.

- **Accuracy of information is necessary:**

Any information that is to be passed on must be true and accurate. Communicating without checking the truth of the information can be highly dangerous for the organization. Identification of the source and testing the information is necessary before communicating it.

WAYS TO OVERCOME ETHICAL DILEMMA

- **Message ahead of the person - Common good approach:**

Most people in organization face ethical dilemma when they want to withhold crucial information because of conflict with an individual or a group. In such situations, importance should be given to the message to be communicated and not on the person or the group to which the message is to be communicated. Hence people should give priority to the common good of the organization rather than interpersonal or inter-group conflicts.

- **Decisions that produce more good and less harm – Utilitarian approach:**

When in ethical dilemma consider the effects of various alternatives after a certain period of time. Ethical decision is to choose the alternative which provides more good and less harm to the organization.