



ORIGINAL COURSE IMPLEMENTATION DATE:

September 2026

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval): January 2032

Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EAP 065	Number of Credits: 3 Course credit policy (105)												
Course Full Title: English Pronunciation Course Short Title: English Pronunciation													
Faculty: Faculty of Education, Community, & Human Dev.	Department/School: Access, Information, and Lifespan Learning												
Calendar Description: A learner-centred exploration of English pronunciation in a communicative context, including English sound-spelling patterns, how vowel and consonant sounds are made and identified, and the influence of prosody (e.g. voice, stress, rhythm, and intonation) on spoken and written English.													
 Note: Students with credit for ESL P65 cannot take this course for further credit.													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):	None												
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): ESL P65 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 24												
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar</td><td>45</td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td>Total hours</td><td>45</td></tr></table>		Lecture/seminar	45									Total hours	45
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Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No													
Department approval	Date of meeting: September 19, 2025												
Faculty Council approval	Date of meeting: November 14, 2025												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 30, 2026												

Learning Outcomes (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

Upon successful completion of this course, students will be able to:

1. Recognize common sound-spelling relationships in English (e.g. silent letters, vowel combinations, reductions).
2. Analyze how segmental features shape the pronunciation of consonants and vowels.
3. Analyze how prosodic features (e.g., stress, intonation, rhythm) contribute to meaning in spoken English.
4. Distinguish features of spoken English (e.g. contractions, reductions, and linking) with formal academic writing.
5. Apply pronunciation strategies in conversations and oral reports about school, work, and community.
6. Explore the way sounds and symbols are used in English and global Indigenous languages.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Quizzes/tests/midterm:	40%	%	%
Assignments:	60%	%	%

Details:

Assignments include listening exercises, note-taking tasks, participation in group discussions, recordings, interviews, and reflective journals

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Mini-lectures, pair and group work, videos, recordings, listening and writing exercises, and personal exploration of language use.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Gilbert, J.	Clear Speech, Cambridge University Press	current
2. Textbook	Baker, A. and Goldstein, S.	Pronunciation Pairs, Cambridge UP	current
3. Textbook	McKay, I.	Have your Say, Oxford Press	current
4. Indigenous knowledge	First Peoples' Cultural Foundation	First Voices - https://www.firstvoices.com/	current
5. OER	Zemlick, B.	Speaking, Listening, and Pronunciation projects for ELL https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language	current

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

Headphones with microphone and volume control

Course Content and Topics

- Sensory sound exploration: airflow, points of articulation, articulators, voice, pitch
- Sound-spelling relationships
- Syllable characteristics and how they influence word stress and rhythm
- Talking about the present and past – irregular verbs, “ed endings”, and “-s endings”
- Word stress, patterns used in daily English: nouns, verbs, suffixes, and phrasal verbs
- Sentence stress patterns: thought groups, pausing, emphasis, content vs. function words
- Sentence focus: changes in meaning or intent
- Intonation: questions, statements, certainty/uncertainty, emotions, choice, and turn taking
- Formal spoken English and non-verbal cues: giving oral reports
- Spoken vs. written communication
- Factors affecting spoken communication styles: tone, volume, speed