

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 / 2018

Part I Course Overview

Course Title:	English Phonetics and Phonology
Course Code:	EN5464
Course Duration:	1 semester
Credit Units:	3
Level:	P5
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces students to the theoretical and practical knowledge they need to analyse English pronunciation(s). Students will gain an understanding of how speech can be studied in a scientific way (phonetics) and how English sounds are organised and used (phonology). They will be introduced to the International Phonetic Alphabet (IPA), an essential tool for the description of speech sounds. Students will develop the ability to describe the production of English sounds, transcribe English words and utterances, and appreciate how knowledge of English phonetics and phonology can be applied to various areas such as pronunciation teaching, description of English accents and forensic phonetics.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the essential phonetic and phonological concepts needed for language analysis.		√	√	
2.	Describe the basic organizational principles of English phonology using appropriate meta-language and IPA transcription symbols.		√	√	
3.	Analyse how different elements of English pronunciation function in native and non-native speech, and where they may diverge.		√	√	√
4.	Apply the knowledge of English phonology to the analysis of authentic native and non-native spoken English texts.		√	√	√
5.	Apply the knowledge of English phonetics and phonology to real-life problems such as pronunciation teaching, description of English accents, and forensic phonetics.		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1	<p>Interactive lecture, using web-based resources and in-class exercises</p> <p>The focus of all in-class activities is on the discovery of essential phonological concepts, description of the fundamental organizational principles of English phonology, analysis of the functions of the different elements of English pronunciation, and the applications of the acquired knowledge of phonetics and phonology.</p>	√	√	√	√	√	3 hours/ week
2	<p>Completing graded tasks</p> <p>Students will complete two in-class assessments, and a final paper. These gradually increase in challenge, complexity, and the knowledge/understanding required for their completion, beginning with learning basic terminology and IPA symbols and transcribing isolated word forms; then moving on to more complex transcription involving connected speech and higher-level knowledge and understanding of conceptual and factual content; followed by applying their knowledge in different contexts.</p>	√	√	√	√	√	3 hours/ week

4. Assessment Tasks/Activities (Aths)

(Aths are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
<p>Participation</p> <p>Students are expected to contribute to in-class activities and complete short formative exercises to demonstrate understanding of relevant materials.</p>	√	√				20%	Individual work
<p>In-class assessments</p> <p>Two in-class 1-hour assessments will be included to test students' ability to transcribe English words/sentences using IPA symbols, as well as their knowledge of phonetic and</p>	√	√				40%	Individual work

phonology concepts.								
Individual essay assignment			√	√	√		40%	Individual work
The essay assignment aims to assess students' theoretical and practical knowledge of English phonetics and phonology.								
Examination: ____% (duration: _____, if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation	Participation performance in class activities and completing short exercises.	Excellent participation in all class activities and completes all in-class exercises satisfactorily.	Very good participation in all class activities and completes most of the in-class exercises satisfactorily.	Adequate participation in class activities and completes some of the in-class exercises satisfactorily.	Little participation in class class activities and completes very few in-class exercises satisfactorily.	Minimal or no participation in class activities (including discussion and exercises).
2. In-class assessments	Demonstrated ability to transcribe English words and sentences and understanding of key phonetic and phonological concepts.	<ul style="list-style-type: none"> - Very high degree of accuracy in transcriptions. - Broad and deep understanding and illustration of all/almost all key concepts. 	<ul style="list-style-type: none"> - High degree of accuracy in transcriptions. - Good understanding and illustration of the majority of the key concepts. 	<ul style="list-style-type: none"> - Satisfactory accuracy in transcriptions. - Adequate understanding and illustration of most of the key concepts. 	<ul style="list-style-type: none"> - Limited accuracy in transcriptions. - Limited understanding and illustration of most of the key concepts. 	<ul style="list-style-type: none"> - Very low accuracy in transcriptions. - Minimal understanding and illustration of most of the key concepts.
3. Individual essay assignment	<ul style="list-style-type: none"> - Demonstrated ability to apply knowledge of phonetics and phonology to real-life issues. - Language use and organisation and. 	<ul style="list-style-type: none"> - Demonstrated ability to apply a full range of appropriate concepts with very high accuracy. - A lucid and well-structured essay with accurate and idiomatic language use. 	<ul style="list-style-type: none"> - Demonstrated ability to apply a wide range of appropriate concepts with high accuracy. - A clearly structured essay with largely accurate language use, but may lack clarity in some places. 	<ul style="list-style-type: none"> - Demonstrated ability to apply some relevant concepts satisfactorily. - The essay has reasonable macro-structure with appropriate language use. 	<ul style="list-style-type: none"> - Limited ability to apply relevant concepts to the task. - The essay has little structure and poor argumentation and language use. 	<ul style="list-style-type: none"> - Minimal ability to apply relevant concepts to the task. - The essay has minimal structure. - Very poor argumentation and language use.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- Consonants and vowels
- Phonemic transcription, IPA
- English accents, varieties of English
- Connected speech, stress and intonation
- Applications of English phonetics and phonology

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	There is no single textbook that will cover all the topics in this module. Course materials will be provided to the students in the way of weekly notes.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Carr, Philip (2013). <i>English Phonetics and Phonology: An Introduction</i> . Second Edition. Malden, MA: Wiley-Blackwell.
2.	Celce-Murcia, Marianne, Brinton, Donna M., and Goodwin, Janet M. (2010). <i>Teaching Pronunciation: A Course Book and Reference Guide</i> . Second Edition. New York: Cambridge University Press.
3.	George Mason University. Speech Accent Archive.
4.	Pennington, Martha C. (1996). <i>Phonology in English Language Teaching: An International Approach</i> . London: Addison-Wesley Longman.
5.	Roach, Peter (2009). <i>English phonetics and phonology: a practical course</i> . (4 th edition). Cambridge: Cambridge University Press.