SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Linguistic theory: Phonetics and Phonology 1**
2. Course code: 15-LT-PHAPH1-EL-11
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, interfaces, technologies
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): I
6. Educational profile (general academic profile or practical profile): academic
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 30 practical hours
9. Number of ECTS credits: 4
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*:
    dr Paulina Zydorowicz zpaula@amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : … materials, testing, submitting homework to be graded

*please underline course coordinator's name

II. Detailed information

1. Course aim (aims)

- familiarizing students with basic issues in English phonetics and phonology
- raising awareness of the differences between phonetics and phonology
- introducing specialist terminology and theoretical knowledge
- offering theoretical tools for describing and analysing the sound structure of English
- offering theoretical knowledge which is useful in acquiring English pronunciation
- sensitizing the student to variation in English, its varieties and dialects
- introducing elements of Polish phonology with the view of illustrating processes occurring in English

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): the knowledge of basic linguistic issues, introduced in secondary school; the level of English: B2

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
15-LT-PHAPH1-EL-11 _01	knows the place and the meaning of phonology and phonetics in relation to other branches of linguistics as well as the specificity of the subject	K_W01
15-LT-PHAPH1-EL-11 _02	can discuss issues in English phonetics and phonology	K_W02
15-LT-PHAPH1-EL-11 _03	understands the content, the form and the functions of basic terminology in	K_W03

	phonetics and phonology and is able to use it	
15-LT-PHAPH1-EL-11 _04	acquires the ability to use the knowledge gained in the subject to formulate generalizations and comparisons	K_U01
15-LT-PHAPH1-EL-11 _05	can use the acquired theoretical knowledge in the English pronunciation class	K_U02
15-LT-PHAPH1-EL-11 _06	is able to analyze basic linguistic phenomena in phonology	K_U03
15-LT-PHAPH1-EL-11 _07	has the ability to communicate using specialist terminology	K_U04

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol(s) (EU)
- placing phonetics and phonology as branches of general linguistics, contrasting the two	15-LT-PHAPH1-EL-11 _01
- basic topics in phonology	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _07
- an introduction to anatomy and physiology of the speech apparatus	15-LT-PHAPH1-EL-11 _03
- the classification of the English segmental inventory	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _07
- a detailed articulatory description of vowels and consonants of English	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _07
- discussing co-articulatory processes, kinds of articulation, and airstream mechanisms in English	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _06 15-LT-PHAPH1-EL-11 _07
- the description of allophonic and phonostylistic processes in English	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _05 15-LT-PHAPH1-EL-11 _07
- an introduction to the prosody of English; word stress, rhythm, intonation	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _05 15-LT-PHAPH1-EL-11 _07
- discussing the syllable structure and phonotactics of English	15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _06 15-LT-PHAPH1-EL-11 _07
- phonemic and phonetic transcription, compatible with the IPA	15-LT-PHAPH1-EL-11 _04 15-LT-PHAPH1-EL-11 _05
- variability in English	15-LT-PHAPH1-EL-11 _06

- contrasting selected issues TK_04-TK_12 with Polish	15-LT-PHAPH1-EL-11 _04 15-LT-PHAPH1-EL-11 _06 15-LT-PHAPH1-EL-11 _07

5. Reading list

Pronunciation dictionaries
It is recommended that teachers and students use pronunciation dictionaries by Jones (2011) and Wells (2008).

Jones, D. 2006. *Cambridge English pronouncing dictionary*. (17th edition by P. Roach, J. Hartman and J. Setter. With CD-ROM.) CUP.
Kenyon, J.S and T.A. Knott. 1953. *A pronouncing dictionary of American English*. G.C. Merriam Co.
Lindsey, G. and Péter Szigetvári. CUBE pronunciation dictionary, with sound links: http://seas3.elte.hu/cube/
Upton, C. and W. Kretzschmar. 2017. *The Routledge Dictionary of Pronunciation for Current English.* (2nd edition). Routledge.
Wells, J. 2008. *Longman pronunciation dictionary*. (3rd edition. With CD-ROM.) Pearson Education.

References

Ashby, M. & J. Maidment. 2005. *Introducing Phonetic Science*. Cambridge: CUP.
Collins, B. & I. Mees. 2003. *Practical Phonetics and Phonology: a resource book for students.* London, New York: Routledge.
Cruttenden, A. 2014. *Gimson's Pronunciation of English*. London: Arnold.
Garcia Lecumberri, M.L. & J. Maidment. 2000. *English Transcription Course.* Arnold, New York: OUP.
Jassem, W. 2003. Polish. *Journal of the International Phonetic Association* 33,103–107.
Jones, D. 2003. *Cambridge English pronouncing dictionary*. 16th edition by Peter Roach, James Hartman   and Jane Setter. Cambridge: Cambridge University Press. [with CD-ROM]
Ladefoged, P. 2001. *A Course in Phonetics*. 4th edition. Philadelphia: Harcourt Brace College Publishers.
Roach, P. 2004. *English Phonetics and Phonology. 3*rd edition. CUP.
Roach, P. 2006. *English phonetics and phonology: A practical course*. Cambridge: CUP.
Sobkowiak, W. 2001. *English phonetics for Poles: A resource book for learners and teachers*. 2nd edition. Poznań: Wydawnictwo Poznańskie.
Wells, J. C. 2009. *Longman Pronunciation Dictionary*. 3rd edition. London: Pearson Education.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	X
Problem-based lecture	
Discussions	X
Text-based work	X
Case study work	X

Problem-based learning	
Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	X
Workshop method	
Project work	
Demonstration and observation	X
Sound and/or video demonstration	X
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	X
Other (please specify)	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol				
Written exam	15-LT-PHAPH1-EL-11 _01 15-LT-PHAPH1-EL-11 _02 15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _04 15-LT-PHAPH1-EL-11 _05 15-LT-PHAPH1-EL-11 _06 15-LT-PHAPH1-EL-11 _07				
Oral exam					
Open book exam					
Written test	15-LT-PHAPH1-EL-11 _03 15-LT-PHAPH1-EL-11 _04 15-LT-PHAPH1-EL-11 _05 15-LT-PHAPH1-EL-11 _06 15-LT-PHAPH1-EL-11 _07				
Oral test					
Multiple choice test					
Project					
Essay					
Report					
Individual presentation					
Practical exam (performance observation)					
Portfolio					
Other (please specify)					

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	25
	Reading for classes	25
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	20
	Other (please specify) -	
	…	
TOTAL HOURS		100
Total ECTS credits for the course		4

Z komentarzem [PK3]: The total number of working hours should be equal to the number of ECTS points multiplied by 30.

Z komentarzem [PK4]: The number of ECTS credits should be THE SAME as in the General information section on the first page.

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Z komentarzem [PK5]: Specify the assessment criteria for this very course

very good (bdb; 5,0): the student knows and understands linguistic issues and understands their dynamics very well; the student has acquired the terminology of the discipline very well and is able to use it in spoken and written language

good plus (+db; 4,5): the student knows and understands linguistic issues and understands their dynamics very well; the student has acquired the terminology of the discipline very well and is able to use it in spoken and written language, but commits minor mistakes

good (db; 4,0): the student knows and understands linguistic issues and understands their dynamics well; the student has acquired the terminology of the discipline very well and is able to use it in spoken and written language to a satisfactory degree, but commits occasional mistakes

satisfactory plus (+dst; 3,5): the student knows and understands linguistic issues on the basic level; the student has acquired the terminology of the discipline and is able to use it in spoken and written language to a satisfactory degree, but commits mistakes

satisfactory (dst; 3,0): the student knows and understands linguistic issues on the basic level; the student has acquired the terminology of the discipline and is able to use it in spoken and written language to a basic degree, but commits mistakes

fail (ndst; 2,0): the student does not know or understand linguistic issues, has not acquired the basic terminology of the discipline and is not able to use it in spoken and written language without making grave errors