

Applied Phonetics and Phonology

Eng 511G Morning Section

Ling 511G, Hanyang-Oregon TESOL Program, 13th Cycle, 2007

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Office Hours: Tuesday and Thursday 1:00-3:00, Friday, 5:30-7:00, Saturday 2:00 – 3:30
(Also by appointment, and any time by e-mail).

Course web site: www.uoregon.edu/~tpayne/APP07.htm

Statement of purpose

This course is a theoretical and practical introduction to articulatory phonetics and phonology designed specifically for the Applied Linguistics Graduate Student.

Course description

This course is about sound in language. On the theoretical side, we will explore how speech sounds are produced (articulatory phonetics) and how they function together as a system (phonology). The focus will be on North American English phonetics and phonology, but we will also discuss phonological data from other languages when appropriate.

On the applied side, we will explore how knowledge of articulatory phonetics and phonology can be applied in the practice of teaching, testing and researching English pronunciation.

Course objectives

- 1) Introduce students to the Linguistic Approach, as it applies to the sounds and sound systems of the world's languages, with special emphasis on English and Korean.
- 2) Provide students with detailed awareness of general North American English phonetics.
- 3) Provide practical training in the use of phonetic symbols employed in the course textbook to accurately represent the phonemes and allophones of English.
- 4) Familiarize students with the fundamentals of English suprasegmental features, including conventional and stylistic variation.
- 5) Introduce students to the vast body of research on second language teaching and acquisition, specifically as it relates to phonetics and phonology.

Requirements

Reading. Readings will be an important aspect of this course. You will be expected to do all assigned reading ahead of the class session. Topics brought up in the reading will be open for discussion during class sessions. Class sessions will supplement rather than reiterate the reading. The written assignments and exams described below are designed to help you understand the reading.

Exercises. Written assignments or in-class exercises from the text or other sources will be assigned on a regular basis. You will be graded simply on a "check plus" (✓+), "check" (✓), and "check minus"(✓-) basis. Check plus means "excellent." Check means fine – you are getting the main idea. Check minus means you are missing some important point. **Please see me during office hours if you receive a check minus on any assignment or in-class exercise.** If you are not available during my office hours, please make an appointment for another time. Any written assignment or exercise that is not turned in on time will receive a zero.

Exam. There will be a midterm but no final exam for this course. The exam will consist of short answer and fill-in-the-blank questions submitted by the students as part of the written assignments. A study guide will be available at least one week before the exam date. It is expected that each student will take the exam at the appointed time for his or her class. If this is not possible, because of extenuating circumstances, arrangements for an alternate time and place to take the exam *must* be made at least one week in advance.

Research Review: The term paper for this course will be a review of a research article or book relevant to your interests in phonetics and phonology. Details of the term project are provided in a separate handout.

Attendance: By Hanyang University policy, students must attend over 70% of the class sessions. This means that you cannot miss more than 5 (five) class sessions and still expect to pass the course. In other words, a student whose attendance falls below 70% will receive a grade of “F” regardless of his or her academic standing. Even if you have an A+ academic standing, if your attendance falls below 70%, you will receive an “F” grade. Up to 2 (two) unexcused absences are allowed without penalty. After that, your overall course grade will be reduced by 3% (three percent) for each unexcused absence. Arriving late to class without excuse will result in reduction of your overall course grade by 1% (one percent), reflected in the "participation" points (see below).

Academic integrity: Students are expected to follow the Hanyang University and University of Oregon academic integrity (honor) system. Academic misconduct will result in automatic failure of the course. Academic misconduct includes cheating on exams and plagiarizing the work of others on the term paper or written assignments. Plagiarism consists of presenting the intellectual work of someone else as though it is your own. See the separate handout entitled "How to protect yourself from committing plagiarism."

Cellular phones: Cellular phones must be turned off during class. Anyone who's phone rings (or vibrates audibly) during class will be counted as late for that class. Anyone who *answers* a phone in class will be asked to leave, and will be counted as absent without excuse.

Drops, Deferrals and Request for Special Consideration

If you plan to change your status as a student from “active” to any other classification (drop, deferred in-progress, etc), you must fill out a *Request for Special Consideration*. The *Request for Special Consideration* form is available from the Academic Coordinator or at the TESOL office. After filling out the form, you will turn it and any supporting documents in to the TESOL Office. The TESOL office will record your request and forward it to the Academic Coordinator for consideration by a review committee. Please note: the TESOL

Office has no part in the decision-making process – if you need clarification, regarding this process, see the Academic Coordinator.

Evaluation (grading):

Participation:	10%
Written assignments:	30%
Mid-term exam:	30%
Final exam:	---
Term project:	30% (5% prospectus; 10% oral presentation; 15% written review)

Grading Criteria

A+:	95%-100%
A:	90%-94%
B+:	85%-89%
B:	80%-84%
C+:	75%-79%
C:	70%-74%
F:	69% and below

Required text

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. 1996. *Teaching pronunciation: a reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press (abbreviated "CM").

Other readings may be assigned as needed.

Recommended additional reading

Pennington, Martha C. 1996. *Phonology in English language teaching: an international approach*. Essex, UK: Addison Wesley Longman.

Sloat, Clarence, Taylor, Sharon Henderson, Hoard, James E. 1978. *Introduction to phonology*. Englewood Cliffs, NJ: Prentice-Hall.

Tentative course schedule

Week	Topics/assignments	Reading
1	Introduction The etic-emic distinction Articulatory phonetics Introduction to the CM version of the International Phonetic Alphabet	CM Introduction CM ch. 1.
2	Consonants. Written assignment #1 Due Thursday, October 11 th .	CM ch. 2 and 3
3	Vowels. Written assignment #2 Due Thursday, October 18 th .	CM ch. 4

4. Suprasegmentals CM ch. 5 and 6
Written assignment #3 Due Thursday, October 25th.
5. Prospectus for term papers due Tuesday, October 30th.
(5% of course grade).
Review for midterm.
Midterm exam, Thursday, November 1st
(30% of course grade).
6. Research into teaching and acquisition of pronunciation. CM ch. 7 and 8.
7. Research into teaching and acquisition of pronunciation. CM ch. 9, 10 and 11.
New direction in language teaching.
Written assignment #4 Due Thursday, November 15th.
8. & 9. Oral presentations (10% of course grade)
Written assignment #5 Due Thursday November 22nd.
Written assignment #6 Due Thursday November 29th.
10. Q and A on written reviews Dec. 4th.
Written reviews due Th, Dec. 6th.
(15% of course grade).
There will be no final exam.