

LING 5307:Pedagogical Phonology

Meeting Time: Tuesday/Thursday 3:30 - 4:50

Meeting Location: Trimble Hall 218

Class Number 21489, Section 001

Spring 2010

Instructor information:

Instructor: Cindy Kilpatrick

Email: cynkil@uta.edu

Office Phone: 817-272-5334

Office: Hammond Hall 405 Office Hours: Fri 2 - 4 or by appt

Catalog Description:

This course is a study of the sound system of English. Topics include segmental phonemes, stress, length, intonation and variation at the lexical and utterance levels. Application to teaching English as a second or foreign language will be a focus of the course, including problems of description, means of application, and adaptation to current pedagogical methods. Prerequisite: LING 5300, LING 5301.

Course Objectives:

After successfully completing this course, students should be able to:

- 1) Identify & describe the sounds of English
- 2) Identify & describe phonological processes that occur in English
- 3) Identify & describe segmental and suprasegmental properties of English
- 4) Design activities for effective production of the English sound system
- 5) Contrastively analyze the phonology of English and another language
- 6) Integrate ideas, materials, and knowledge for the teaching of English

Textbook:

Having the textbook is a necessity for this course. Most weeks you will have a reading assignment that you will need to complete before coming to class. The book is available online as well as in the campus bookstore. The ISBN is 978-0194328159.

Avery, Peter, and Susan Ehrlich. 1992. Teaching American English Pronunciation. Oxford: Oxford University Press.

Grading and Course Requirements:

Your course grade will be determined in the following manner:

Course engagement	10%
In-class exams	45%
Final project	45%

Course engagement

Your level of course engagement will comprise 10% of your grade in this course. This refers to regular on-time attendance, preparation for class, participation in discussion, and mental as well as physical presence in the classroom.

A = Almost always present, prepared, and participatory

B = Regular attendance, but often late OR sometimes noticeably unprepared or unparticipatory; OR more than 2 absences

C = Regular attendance, but regularly late AND sometimes noticeably unprepared or unparticipatory; OR frequent (more than 4) absences

D = Frequently absent, or frequently unprepared or unparticipatory

F = Attendance spotty, participation and preparation were rare

Exams

We will have 3 exams in this course, planned for the following dates:

Phonetics	Tuesday, Feb 9
Segmental Phonology	Tuesday, Mar 9
Suprasegmentals	Thursday, Apr 29

In total, the exams will comprise 45% of your grade, with the third exam of slightly heavier weight than the first two. Exams will be technically non-cumulative. However, knowledge in later parts of the course will crucially build on earlier parts of the course, so students will be expected to utilize and synthesize material from all parts of the course in order to successfully complete all exams.

Class Project

Your project for this course will consist of an in-depth analysis of the sound system of a language of your choice, along with pedagogical implications for the teaching of the English sound system to native speakers of that language. I suggest that you choose a language that has (1) sufficient documentation of its sound system for detailed description, and (2) speakers in this area so that you can work with them as needed in order to complete the project.

There will be 5 parts to this project, due throughout the semester:

- Part I: Sound inventory and descriptions
- Part II: Phonological rules/processes, and phonotactic structure
- Part III: Contrastive analysis of selected language and English
- Part IV: Suprasegmentals: Stress, rhythm, intonation
- Part V: In-class presentation of project

Students will be expected to submit each section of the project by 6:30 pm on the dates indicated, in both electronic (emailed as a pdf to cynkil@uta.edu) and printed (turned in to Cindy in class or in her office) format. The submissions will be commented on and revision suggested as needed, but grades will not be assigned for each individual portion. The project will receive ONE grade after its final submission date of Thursday, May 13, at 2pm.

The final projects will be graded in the following way:

- A = A project that presents a full contrastive analysis and shows clear evidence of thought, planning, research, and critical thinking
 - Gives a clear picture of the phonological system of the language chosen, with clear detail in relation to the differences between this language and English;
 - Suggested activities appropriate and clearly motivated;
 - Sections I-IV complete and submitted on-time;
 - In-class presentation well-planned, coherent, and straightforward;
 - Suggested revisions responded to with evidence of thought & critical thinking
- B = A coherent project that presents a fairly clear contrastive analysis but that missed the mark in some way(s)
 - Gives a coherent picture of the phonological system of the language chosen, with clear detail in relation to the differences b/w this language and English;
 - Suggested activities not appropriate and clearly motivated OR
 - In-class presentation not well-prepared OR
 - Sections I-IV incomplete or submitted late OR
 - Suggested revisions completed with minimal obvious effort
- C = A project that missed the mark in multiple ways
 - final submission failed to show a clear picture of the selected language OR failed to successfully analyze the language in contrast to English OR included any two or more of the following:
 - suggested activities are not appropriate and clearly motivated
 - in-class presentation was not well-prepared
 - sections I-IV were incomplete or submitted late
 - suggested revisions were ignored or showed minimal effort
- D = A project that completely missed the mark
 - final submission failed to show a clear picture of the selected language OR failed to successfully analyze the language in contrast to English AND included more than 2 of the following:
 - suggested activities are not appropriate and clearly motivated
 - in-class presentation was not well-prepared
 - sections I-IV were incomplete or submitted late
 - suggested revisions were ignored or showed minimal effort
- F = A project that is not recognizable as the final project for this course
 - final submission failed to show a clear picture of the selected language AND failed to successfully analyze the language in contrast to English AND included more than 2 of the following:
 - suggested activities are not appropriate and clearly motivated
 - in-class presentation was not well-prepared
 - sections I-IV were incomplete or submitted late
 - suggested revisions were ignored or showed minimal effort

Schedule (subject to change as needed):

Week 1 *Reading: Avery and Ehrlich pp. xv - 12, 229 - 236*

Tues, Jan 19 Intro to the course, why worry about pronunciation?

Thurs, Jan 21 The sounds of English: articulation

Week 2 *Reading: Avery and Ehrlich pp. 12 - 35*

Tues, Jan 26 The sounds of English: descriptions

Thurs, Jan 28 The sounds of English: IPA

Week 3 *Reading: Avery and Ehrlich pp. 93 - 105, 161 - 167*

Due Tues, Feb 2: Project Part I: IPA and sound descriptions

Tues, Feb 2 Teaching the sounds of English

Thurs, Feb 4 Teaching activities that focus on sounds

Week 4 *Reading: TBD*

Tues, Feb 9 Unit Test #1: The sounds of English

Thurs, Feb 11 Understanding phonological rules, processes, and constraints

Week 5 *Reading: Avery and Ehrlich pp. 39 - 51*

Tues, Feb 16 Contrast and common phonological processes

Thurs, Feb 18 Phonological processes in English

****UTA Student Conference In Linguistics & TESOL: Feb 19-20****

Week 6 *Reading: Avery and Ehrlich pp. 53 - 60, 197 - 201*

Tues, Feb 23 English syllable structure and phonotactics

Thurs, Feb 25 Phonological problems for L2 learners of English

Week 7 *Reading: Avery and Ehrlich pp. 207 - 209*

Due Tues, Mar 2: Project Part II: phonological processes/structures

Tues, Mar 2 Suppressing & acquiring phonological rules and processes

Thurs, Mar 4 Activities for teaching English phonology

Week 8 *Reading: Avery and Ehrlich pp. 111 - 153*

Tues, Mar 9 Unit Test II: English phonology

Thurs, Mar 11 Contrastive Analysis and L2 phonology

Spring Break: March 15 – 19

Week 9 *Reading: Avery and Ehrlich pp. 173 - 182*

Tues, Mar 23 Intro to suprasegmentals

Thurs, Mar 25 English stress

Week 10 *Reading: Avery and Ehrlich pp. 63 - 71, 201 - 205*

Due Tues, Mar 30: Project Part III: Contrastive Analysis

Tues, Mar 30 Vowel reduction and stress in English

Thurs, Apr 1 English rhythm

****Friday, Apr 2 Last Day to Drop!****

Week 11 *Reading: Avery and Ehrlich pp. 73 - 80, 106 - 110*

Tues, Apr 6 Intonation and sentence-level stress

Thurs, Apr 8 Teaching activities with stress and rhythm

Week 12 *Reading: Avery and Ehrlich pp. 81 - 89, 168 - 171*

Tues, Apr 13 Teaching stress and rhythm

Thurs, Apr 15 Connected speech and English pronunciation

Week 13 *Reading: Avery and Ehrlich pp. 185 - 196, 210 - 219*

Due Tues, Apr 20: Project, part IV: Suprasegmentals

Tues, Apr 20 Linking, elision, and contraction

Thurs, Apr 22 Teaching linking and contraction in the ESL classroom

Week 14 *Reading: Avery and Ehrlich pp. 221 - 227*

Tues, Apr 27 Teaching activities with connected speech

Thurs, Apr 29 Unit Test #3: English suprasegmentals

Week 15 *No reading other than for project preparation!*

Tues, May 4 Project, Part V: Presentations

Thurs, May 6 Project, Part V: Presentations

Final Exam: *Thursday, May 13, from 2 - 4:30pm:* Final projects due no later than 2pm!!!

If needed, we will use this time slot to finish project presentations

Departmental Policies

- Final Review Week:

- A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final exam during Final Review Week.

- Americans With Disabilities Act:

- The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.
- As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.
- According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

- Academic Dishonesty:

- At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.
- According the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).
- While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.
- Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

- Student Support Services Available:

- The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

- Enrolling in / Withdrawing from this Course:

- Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not "replace" a grade; all grades are permanent.)
- A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

- Auditors:

- The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).