

LING 5307: Pedagogical Phonology  
Meeting Time: Monday/Wednesday 7:00 - 8:20  
Meeting Location: Trimble Hall 218  
Class Number 80025, Section 001  
Fall 2011

**Instructor:** Cindy Kilpatrick  
Email: cynkil@uta.edu  
Office: Hammond Hall 405 Lab: Trimble Hall 301  
Phone: 817-272-3133 (Ling dept office, for messages only)  
Office Hours: Wed 1 - 3 or by appt, TH 301

### **Description of Course Content:**

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.

### **Student Learning Outcomes:**

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. There will be extensive reading for class, and the book is an excellent classroom resource which you should find helpful as you progress in your journey as a TESOL professional. Here's the relevant info:

Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. 2010.  
Teaching Pronunciation: A Course Book and Reference Guide, 2nd  
Edition. New York: Cambridge University Press.  
ISBN-10: 0521729769 ISBN-13: 978-0521729765

A second book is recommended, but not required:

Avery, Peter, and Susan Ehrlich. 1992. Teaching American English  
Pronunciation. Oxford: Oxford University Press.  
ISBN: 978-0194328159.

### **Grading and Course Requirements:**

Your course grade will be determined in the following manner:

In-class exams	51% (17% each)
Final project	49%

### Exams

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

English consonants	Monday, Sept 19
English vowels	Monday, Oct 3
Suprasegmentals	Monday, Oct 24

In total, the exams will comprise 51% of your grade, weighted equally to each other. 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.

Please note that **Make-up Exams will not be given** in this course. Students are expected to be in class prepared to take the exam on the day that it is scheduled.

### 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 sufficient documentation of its sound system for detailed description. In addition, you will need to work with a speaker of your chosen language and will have various activities to try with them at certain points in the semester. Conversation partners are available through various sources.

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

Part I, due Mon, Oct 10:	Sound inventory and descriptions
Part II, due Mon, Nov 7:	Phonological rules/processes and phonotactics
Part III, due Mon, Nov 21:	Suprasegmentals: Stress, rhythm, intonation
Part IV, on Dec 5 & 7:	In-class presentation of project
Part V, on Wed, Dec 14:	Final project compilation

Students will be expected to submit each section of the project by 10pm on the dates indicated, in both electronic (emailed as a pdf to [cynkil@uta.edu](mailto: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 Wednesday, December 14 (the official final exam period is from 8:15-10:45pm)

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

### Departmental Policies

**Attendance Policy:** While attendance is not a part of your course grade, regular attendance and participation will be necessary in order to perform well on the project and exams.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships for more information.

**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](http://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.

**Academic Integrity:** At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form, including but 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" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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 as laid out for faculty (<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 provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**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 examination during Final Review Week.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Auditors:** The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

#### Schedule (subject to change as needed):

- Week 1**    *Reading: Celce-Murcia, chapters 1 and 2*  
               Mon, Aug 29    Intro to the course, why worry about pronunciation?  
               Wed, Aug 31    The usefulness of pronunciation instruction
- Week 2**    *Reading: Celce-Murcia, chapter 3*  
                   *Suggested Project Prep: Overall diagnostic recording*  
               Mon, Sept 5    Labor Day holiday - no class  
               Wed, Sept 7    The consonants of English: IPA
- Week 3**    *Reading: Avery and Ehrlich (copies of relevant pages provided)*  
                   *Suggested Project Prep: diagnostic recording for consonants*  
               Mon, Sept 12    The consonants of English: articulation and descriptions  
               Wed, Sept 14    The consonants of English: phonemes and allophones
- Week 4**    *Reading: Celce-Murcia, chapter 4*  
               Mon, Sept 19    **Unit Test #1: The consonants of English**  
               Wed, Sept 21    The vowels of English: IPA, articulation, and descriptions
- Week 5**    *Reading: Avery and Ehrlich (copies of relevant pages provided)*  
                   *Suggested Project Prep: diagnostic recording for vowels*  
               Mon, Sept 26    The vowels of English: phonemes and allophones  
               Wed, Sept 28    Vowel reduction and stress in English
- Week 6**    *Reading: Celce-Murcia, chapter 5*  
               Mon, Oct 3    **Unit Test #2: The vowels of English**  
               Wed, Oct 5    Stress and Rhythm in English
- Week 7**    *Reading: Avery and Ehrlich (copies of relevant pages provided)*  
                   **Due Monday, Oct 10: Project Part I**  
               Mon, Oct 10    Linking and elision in English  
               Wed, Oct 12    Phonological processes and contraction in English
- Week 8**    *Reading: Celce-Murcia, chapter 6*  
                   *Suggested Project Prep: diagnostic recording phonological processes*  
               Mon, Oct 17    Intonation and discourse prominence in English  
               Wed, Oct 19    Contrastive Analysis and L2 phonology
- Week 9**    *Reading: Celce-Murcia, chapter 7*  
               Mon, Oct 24    **Unit Test #3: Stress, Rhythm, and Intonation of English**  
               Wed, Oct 26    Designing pronunciation curriculum

- Week 10**    *Reading: Celce-Murcia, chapter 8*  
                  *Suggested Project Prep: diagnostic recording for stress and rhythm*  
          Mon, Oct 31      Testing and evaluation of perception  
          Wed, Nov 2        Testing and evaluation of production
- Week 11**    *Reading: Celce-Murcia, chapter 9*  
                  **Due Monday, Nov 7: Project Part II**  
          Mon, Nov 7        Techniques for teaching pronunciation  
          Wed, Nov 9        Tools for teaching pronunciation
- Week 12**    *Reading: Avery and Ehrlich (copies of relevant pages provided)*  
                  *Suggested Project Prep: activities for language-specific aids*  
          Mon, Nov 14        Technology in the teaching of pronunciation  
          Wed, Nov 16        More about teaching pronunciation
- Week 13**    *Reading: Celce-Murcia, chapters 10 and 11*  
                  **Due Monday, Nov 21, Project Part III**  
          Mon, Nov 21        Teaching pronunciation and listening skills  
          Wed, Nov 23        Project work day/meetings with Cindy
- Week 14**    *Reading: Celce-Murcia, chapter 12*  
                  *Suggested Project Prep: activities for language-specific aids*  
          Mon, Nov 28        Morphology and the teaching of pronunciation  
          Wed, Nov 30        Pronunciation and spelling
- Week 15**    *No reading other than for project preparation!*  
          Mon, Dec 5        **Project, Part IV: Presentations**  
          Wed, Dec 7        **Project, Part IV: Presentations**
- Final Exam:**    *Wednesday, Dec 14, from 8:15 - 10:45pm*  
                  **Project Part V due by 11pm!**  
                  If needed, we will use this time slot to finish project presentations