1. **Title of the module**

LING5470 (LL547) – The Phonetics and Phonology of Prosody

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: LING5450 – Phonetics

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1. Demonstrate detailed knowledge and methodical understanding of the central areas of the study of prosody (stress, rhythm, intonation, loudness);

8.2. Understand how prosody is produced and perceived;

8.3. Display conceptual understanding of the types of experimental research that contribute to our knowledge of how prosody is produced and perceived;

8.4. Demonstrate a cogent understanding of the English language and its varieties;

8.5. Use the Autosegmental-Metrical theory to represent prosody, while being cognisant of other theories of the limitations of AM;

8.6. Interpret visual representations of speech and of prosody, in particular using relevant software (Praat), and use advanced functions of Praat (recording and playing files, cutting and pasting speech, doing measurements of duration, amplitude and fundamental frequency of speech sounds, creating annotations in Praat, interpreting F0 and amplitude signals; modifying F0 contours).

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1. Critically evaluate data and demonstrate the ability to analyse that data whilst identifying a solution to problems that arise;

9.2. Demonstrate the ability to undertake independent learning whilst exercising imitative and personal responsibility and decision-making skills;

9.3. Communicate the results of their study accurately and coherently orally and in writing, both in and beyond the contexts in which these skills were first acquired;

9.4. Use IT skills to analyse data, take exams, and present information effectively.

1. **A synopsis of the curriculum**

This module deals with the linguistic study of prosody. It covers how prosody is produced and perceived and how it is encoded in the speech signal. Emphasis will be placed on the study of intonation but the module will also cover stress, phrasing, and speech rhythm; the material will cover both theoretical approaches to prosody and experimental studies that have led to the development of these theories.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Gussenhoven, C. (2004). *The Phonology of Tone and Intonation*. Cambridge University Press.

Ladd, D.R. (2008). *Intonational Phonology*. Cambridge University Press.

Sun-Ah Jun (ed). (2005). *Prosodic Typology: The Phonology of Intonation and Phrasing*. Oxford University Press.

Sun-Ah Jun (ed). (2014). *Prosodic Typology II: The Phonology of Intonation and Phrasing*. Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Group Presentation (10 minutes) – 20%
* Lab Report (3.000 words) – 80%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |
| Seminar |  |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** | **x** |  | **x** |  |  | **x** | **x** | **x** | **x** |
| Lab Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module covers the prosody of languages from around the world in terms of both taught content and assessment. It also familiarises students with theories of prosody that originated in different countries.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |