1. **Title of the module**

LING5530 (LL553) Phonology

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 5

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: LING3030 – Sounds of English

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

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

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

8.1. Demonstrate knowledge and understanding of the central areas of the study of speech and of the differences between phonetics and phonology;

8.2. Display a critical understanding of sound system organisation;

8.3. Demonstrate a cogent understanding of the English language and its varieties, and how this variation can lead into different phonological systems;

8.4. Use the International Phonetic Alphabet (IPA) for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations;

8.5. Solve intermediate and advanced level phonology problems using appropriate tests and arguments.

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

9.1. Demonstrate critical thinking and analytical skills;

9.2. Demonstrate the ability to undertake independent learning in order to complete their assignments;

9.3. Communicate the results of their study accurately and coherently in writing;

9.4. Demonstrate IT skills and present information effectively.

1. **A synopsis of the curriculum**

This module deals with the linguistic study of speech. It covers how speech sounds are organised into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world’s languages will also be covered and contrasted with English for the module will focus on our understanding of phonological systems, their organisation and formal representation.

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

Goldsmith, J.A. (1999) *Phonological Theory: The Essential Readings*. Oxford: Blackwell Publishers.

Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold.

Zsiga, E.C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*, Oxford Wiley-Blackwell.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Problem Set 1 (equivalent to 1,500 words) – 50%
* Problem Set 2 (equivalent to 1,500 words) – 50%

13.2 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| Seminar |  |  |  |  | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Problem Sets | **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 discusses phenomena using examples from languages from around the world in terms of both taught content and assessment. It also familiarises students with practices from different countries in the study of phonology.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/02/19 | Major | September 2019 | 3,6,8,9, | No |
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| Revised FSO Jan 2018 |