1. **Title of the module**

LING8380 (LL838) – Sounds

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 7

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**

None

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

Compulsory for the MA in Linguistics; MA in Applied Linguistics

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

8.1. Demonstrate systematic and comprehensive knowledge of the central areas of the study of speech, and critical understanding of the central areas of the study of speech and of the problems with the traditional separation of the study of speech into phonetics and phonology;

8.2. Demonstrate conceptual understanding as to how speech sounds are produced and perceived; as well as an understanding of speech acoustics;

8.3. Demonstrate comprehensive familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived and of how this research informs our understanding of sound system organisation;

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

8.5. Use the International Phonetic Alphabet (IPA) in a systematic and critical way to represent speech sounds and to refer to the IPA for guidance, while having a critical awareness of the controversies surrounding the use of the IPA and its limitations;

8.6. Interpret visual representations of speech using relevant software (Praat) and should have mastered the basic functions of Praat (recording and playing files, cutting and pasting speech, doing basic measurements of duration, amplitude and fundamental frequency of speech sounds);

8.7. Solve higher-level phonology problems using appropriate tests and arguments;

8.8 Demonstrate cognisance of fundamental concepts of phonology and of formalism within the theory of generative linear and non-linear phonology.

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

9.1. Demonstrate imitative and personal responsibility when undertaking independent learning;

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

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

9.4 Demonstrate self-direction and originality in tackling and solving problems.

1. **A synopsis of the curriculum**

This module deals with the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are (often referred to as phonetics), as well as 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 so that students are familiar with the gamut of speech sounds available in the world’s languages. Finally, the course will cover the differences between the traditional “static” view of speech sounds as articulatory postures and the organisation of running speech. This will be covered together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organisation and formal representation in phonological theory.

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

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge University Press.

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

Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning.

Ladefoged, P. (2003) *Phonetic Data Analysis*. Oxford: Blackwell.

Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press

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
* Presentation (10 minutes) – 10%
* Take-home Test 1 – 45%
* Take-home Test 2 – 45%
	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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |
| Take-home Assignments | **x** | **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 phonetics of languages from around the world both in terms of taught content and assessment. The module will also discuss phenomena using examples from languages from around the world both in terms of taught content and assessment. Its aim is to familiarise students with practices from different countries in the study of phonetics and 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 13/02/17 | Major | September 2017 | 8-10, 12 | No |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |