



Philadelphia University

Faculty of Arts

Department of English

First Semester 2017/2018

Course Syllabus

Course Title: English Phonetics and Phonology Program: M.A Prerequisite (s): Co requisite(s):	Course Code: 0120712 Credit Hours: 3 Lecture Time:
Lecturer's Name: Murtadha J. Bakir Rank: Professor Office Number: 401 Office Hours: Monday & Wednesday 1.30-2.30 Phone: 06-4799000 Ext:2634 E-mail: murtadhajb@gmail.com	

Course Description:

This course introduces students to the study of the phonetics and phonology of human language, and those of English in particular. It starts with a general review of the basic tenets of articulatory phonetics, and a description of the segmental and suprasegmental components of the English sound system. The discussion moves to phonology and phonological analysis, phonological principles; how speech sounds are organized in language, and how to represent the phonological knowledge of the speakers. The course also deals with such fundamental notions as how segments are represented, the phoneme, the role of distinctive features, phonological processes, abstractness of underlying representations, and syllable structure. The various approaches to phonological analysis will also be discussed in terms of recent developments in phonological theory.

Aims (Course Purpose/Objectives):

The course aims at enhancing the students' knowledge of English phonetics and phonology. The course is intended to cover the theoretical and practical aspects of the English phonetics and the mechanism of the production of those sounds. Students are trained to distinguish between phonetic sounds and phonemes, on the one hand, and between distinctive and non-distinctive features of the other. This course aims to introduce students to the basic approaches of studying phonetics and phonology with special reference and emphasis on English phonetics and phonology. Students are taught to apply certain ideas (views and theories) to certain fields of speech phenomena.



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Contribution to Program Learning Outcomes:

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills,

a. Knowledge & Understanding:

By the end of this course, students should be able to:

1. identify English speech sounds and describe them phonetically.
2. thoroughly identify and define the phonemes of English.
3. identify different types of phonological processes and syllabification, and describe them in detail.
4. Be familiar with the basic principles of, and new developments in phonology.

b. Cognitive Skills (Thinking & Analysis):

1. Students are expected to be able to recognize sounds in terms of their distinctive features.
2. They are also expected to recognize the importance of stress and intonation

c. Skills (Personal and Academic)

1. Students should develop better oral skills through class discussions and presentations.
2. They should also improve their analytical and critical thinking skills and linguistic argumentation.

d. Practical and Subject Specific Skills (Transferable Skills)

1. Students are trained to assign phonetic features to English sounds and should acquire the skill of recognizing sounds and syllabifying words.

Teaching Methods:(Lectures ,Discussion Groups, Tutorials, Problem Solving, ...etc)

1. lectures by the instructor.
2. presentation by the students.
3. seminars.



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Assessment Instruments

Modes of Assessment	Score	Date
Mid-term Exam	30%	Week 8
Assignments / Seminars / Projects / Quizzes / Tutorials ,Reports, Research Projects, Presentations	30%	
Final Exam	40%	Week 16
Total	100%	

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

* Book

Trudgill, P. and Hannah, J. (1994,3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.



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Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/1pb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

2. Protection of Copyright

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course / Module Academic Calendar:

Week	Chapter	Homework/Reports and their due dates
(1)	1	Introduction to phonetics
(2)	2	The Phoneme
(3)	3	Distinctive Features
(4)	4	Phonological Representation
(5)	5	Phonological Processes
(6)	7	Interaction Between Rules
(7)	8	The abstraction of Underlying Representation
(8)	-	Mid-Term exam
(9)	9	The Syllable
(10) + (11)	11	Stress and Intonation
(12) +(13)	12	Phonology in the Wider Context
(14)	-	Revision (submission of term papers)
(15)	-	Presentations
(16)	-	Final Exam

Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy

Absence from lectures 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.



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Module/ Course Policies:

1. You are allowed up to (3) absences. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of the course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

Text Book(s):

Title: Katamba F. (1993) *An Introduction to Phonology*. London: Longman

References:

- *Edwards.H. Applied Phonetics. Singular Publishing Group.(1977)*
- *Gimson, A. An Introduction to the Pronunciation of English, Arnold.1984*
- *Ladefoged, P.A Course in Phonetics. Heinle and Heinle(2001)*
- *D. Mike, and S.J. Hannahs. Introducing Phonetics and Phonology. Arnold.(1998)*
- *House, L .Introductory Phonetics and Phonology. Lawrence Erlbaum Association (1998)*
- *Said, W. Pronunciation for clear Communication. Heinle and Heinle (2001)*
- Journals
- Journal of Linguistics
- Lingua
- Word

Websites <http://owl.english.purdue.edu/owl/resource/557/01>
<http://wally.rit.edu/internet/subject/apamla.htm>