

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2021/22

Part I Course Overview

Course Title: Phonology

Course Code: LT3214

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) LT3212 Phonetics

Precursors:
(Course Code and Title) NIL

Equivalent Courses:
(Course Code and Title) CTL3214 Phonology

Exclusive Courses:
(Course Code and Title) NIL

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course aims to introduce to students the knowledge of phonology and methods of phonological analysis of phonetic data and formulating phonological rules for discovering sound patterns of languages.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Extract phonological systems of languages and sound patterns from phonetic data.		✓	✓	✓
2.	Formulate phonological rules describing sound alternations in different phonetic environments.		✓	✓	✓
3.	Contribute to phonological theories based on phonological systems and sound patterns of languages.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

The details will be provided in the first week of the course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1	Weekly lectures Presentations of phonological theories and methods of phonological analysis of phonetic data.	✓	✓	✓				2 hours
2	Weekly tutorials (i) Practices of phonological analysis of phonetic data and formulation of phonological rules; (ii) explanations for phonological phenomena; and (iii) discussions of solutions to phonological problems.	✓	✓	✓				1 hour
3	Take-home assignments Practices of (i) phonological analysis of phonetic data, (ii) formulation of phonological rules, and (iii) construction of sound patterns of languages.	✓	✓	✓				Bi-weekly
4	Final quiz Application of the knowledge of phonology and mastery of phonological analysis of phonetic data for making phonological generalizations and formulating phonological rules in languages.	✓	✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
Coursework 1: Take-home assignments	✓	✓	✓				50%	
Coursework 2: Tutorial participation in discussion and in-class exercises	✓	✓	✓				20%	
Coursework 3: Final quiz (duration: 2 hours)	✓	✓	✓				30%	
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Coursework 1: Take-home assignments	(i) Application of the knowledge of phonology to study of sound system of language.	Excellent competence in application of phonology knowledge.	Good competence in application of phonology knowledge.	Average competence in application of phonology knowledge.	Low competence in application of phonology knowledge.	No competence in application of phonology knowledge.
	(ii) Capacity for self-directed learning to perform phonological analysis of phonetic data from different languages.	Outstanding ability of phonological analysis of phonetic data.	High ability of phonological analysis of phonetic data.	Average ability of phonological analysis of phonetic data.	Low ability of phonological analysis of phonetic data.	Inability of phonological analysis of phonetic data.
2. Coursework 2: Tutorial participation in discussion and in-class exercises	(i) Participation in discussion and offering feedbacks to arising questions and points.	Participate actively to offer feedbacks.	Participate regularly to offer feedbacks.	Participate irregularly to offer feedbacks.	Participate minimally to offer feedbacks.	No participation and no feedback.
	(ii) Practice of phonological analysis of phonetic data from languages.	Excellent performance in in-class exercises of phonological analysis.	Good performance in in-class exercises of phonological analysis.	Average performance in in-class exercises of phonological analysis.	Passable performance in in-class exercises of phonological analysis.	Poor performance in in-class exercises of phonological analysis.
3. Final quiz	(i) Mastery of skills in performing phonological analysis of phonetic data from languages.	Excellent mastery of the skills of phonological analysis.	Good mastery of the skills of phonological analysis.	Average mastery of the skills of phonological analysis.	Limited mastery of the skills of phonological analysis.	Poor mastery of the skills of phonological analysis.
	(ii) Demonstration of command of subject matter and course content.	Excellent command of subject matter and course content.	Good command of subject matter and course content.	Average command of subject matter and course content.	Limited command of subject matter and course content.	No command of subject matter and course content.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Speech sounds (consonants, vowels, glides), phonemes, allophones, distinctive features, phonological rules, phonetic and phonological representations, syllables, syllabification, tone, stress, data analysis.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Spencer, Andrew (1996). PHONOLOGY: THEORY AND DESCRIPTION. Oxford: Blackwell Publishers.
2.	Dawson, Hope C., Michael Phelan (2016). LANGUAGE FILES: MATERIALS FOR AN INTRODUCTION TO LANGUAGE AND LINGUISTICS (12 th ed.). Columbus: Ohio State University Press.
3.	Davenport, Mike and S.J. Hannahs (2020). INTRODUCING PHONETICS AND PHONOLOGY (4 th ed.). Oxford: Routledge.
4.	Kenstowicz, Michael (1994). PHONOLOGY IN GENERATIVE GRAMMAR. Oxford: Blackwell.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Hayes, Bruce (2009). INTRODUCTORY PHONOLOGY. Oxford: Wiley-Blackwell.
2.	Gussenhoven, Carlos and Haike Jacobs (2017). UNDERSTANDING PHONOLOGY (4th ed.). Oxford: Routledge.
3.	Roach, Peter (2009). ENGLISH PHONETICS AND PHONOLOGY (4 th ed.). Cambridge: Cambridge University Press.
4.	Clark, John, Colin Yallop, and Janet Fletcher (2007). AN INTRODUCTION TO PHONETICS AND PHONOLOGY (3 rd ed.). Oxford: Blackwell Publishing.