

<b>COURSE CODE</b>	<b>Eng 644</b>	<b>COURSE LEVEL &amp; YEAR</b>	<b>2nd year level</b>
<b>COURSE TITLE</b>	<b>Phonology</b>		
<b>COURSE TEACHER/S</b>			
<b>CREDIT HOURS</b>	<b>3</b>		
<b>PRE-REQUISITES</b>			
<b>CO-REQUISITES</b>	<b>None</b>		
<b>DURATION OF COURSE</b>	<b>16-week semester</b>		
<b>TOTAL STUDENT STUDY TIME</b>	<b>2 hours per each contact hour weekly</b>		
<b>AIMS</b>	<p><i>Subject-specific skills (Knowledge Skills):</i></p> <ul style="list-style-type: none"> <li>• Main concepts in phonetics and phonology</li> <li>• Main theories of phonology</li> <li>• Overview of different methods of phonological analysis</li> </ul> <p><i>Core Academic skills (Cognitive Skills):</i></p> <ul style="list-style-type: none"> <li>• Reasoning about concrete items versus abstract ideas</li> <li>• Creativity</li> <li>• Analyzing/evaluating arguments</li> <li>• Attention to details</li> </ul> <p>Application: use knowledge in a new area</p> <p><i>interpersonal and Key skills:</i></p> <ul style="list-style-type: none"> <li>• Students should be able to work and participate individually and in groups and be self-motivated, serious and disciplined.</li> <li>• Hopefully, students benefit from teamwork tasks and understand concepts like “leadership”, “cooperation” and scientific honesty”.</li> </ul>		
<b>INTENDED LEARNING OUTCOMES</b>	<p><b>Specify briefly ILOs in relation to the three aim clusters as in the above box.</b></p> <p>The students should have, by the end of this course, a deeper knowledge about the major concepts of phonology and the major theories of phonology. The course should increase the students’ skills of phonological analysis both segmental and suprasegmental.</p>		
<b>LEARNING/TEACHING METHODS</b>	<p><b>Pay attention to the distinction between ‘teaching’ and ‘learning’. This is not only about the ‘teaching’ methods you will use, but also about what ‘learning’ strategies you will encourage students to adopt.</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Direct instruction</li> <li>• Problem-based learning</li> <li>• Advanced organizers (Mind Maps)</li> <li>• Compare and contrast</li> <li>• Weekly assignments</li> </ul>		
<b>ASSIGNMENTS</b>	<p><b>List the frequency and type of formative (non-assessed) assignments given over the duration of the course.</b></p> <p>Assignments are varied. They include:</p> <ul style="list-style-type: none"> <li>-library-related assignments</li> <li>-online-related assignments</li> <li>-oral classroom presentations/talks</li> <li>-research papers</li> </ul>		
<b>ASSESSMENT</b>	<p><b>List methods, frequency, time, and percentage of the mark for each assessment, including final examination.</b></p> <p>Students will be assessed on the basis of the following tasks:</p>		

- Research paper/assignments- Presentations 20%
- Written midterm exam 20%
- final exam 60%

## **SYLLABUS PLAN**

Topics to be Covered	No of Weeks	Contact hours
List of Topics		
• Introducing the basic concepts	3	9
• Phonetic transcriptions	1	3
• Allophonic relations	1	3
• Underlying representations	1	3
• Interacting processes	1	3
• Feature theory	2	6
• Phonological analysis	1	3
• Phonological typology and naturalness	1	3
• Abstractness and psychological reality	1	3
• Nonlinear representations	1	3

## **INDICATIVE BASIC READING LIST**

### **List text books and main supporting reference works.**

- Odden, D. A. (2005). Introducing phonology. Cambridge, UK ; New York, Cambridge University Press.

Essential References .

Goldsmith. John. 1996. *The Handbook of Phonological Theory*. Blackwell Publishers.

**NB Although the boxes in this template are expandable, please do not allow this course outline to be any longer than roughly a page and half, or a maximum of two full pages. Please use font size 10.**