

School of Linguistics and Applied Language Studies Course Outline

LALS 513, Description of English 2: Phonology and Morphology Trimester 1, 2009

1. Course Coordinator:

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VZ 306

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<http://www.vuw.ac.nz/lals>



2. Staff:

3. Class times and rooms:

Classes will be held on campus on Wednesdays from 4:10 to 6:00 in 24 KP room 202.

4. Announcements:

Noticeboards are in the corridor of VZ Level 2, and on Blackboard.

5. LALS main office:

VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. Course Administrator:

Sarah Dunstan, Admin Assistant, Tel: 463 5255, Fax: 463 5604

Sarah.Dunstan@vuw.ac.nz

Web contact: www.blackboard.vuw.ac.nz

7. Content:

Week beginning	Topics	Readings from Cruttenden/Gimson
Class 1 11 March	Talking about sound	Chapter 1
Class 2 18 March	Consonants	Chapters 4 and 9
Class 3 25 March	Vowels I	Chapters 4 and 8
Class 4 1 April	Vowels II	Chapter 8
Class 5 8 April	Consonants in more detail	Chapter 5 and §10.9
Mid-Trimester Break		
Class 6 29 April	Connected speech processes	Chapters 10 and 11
Class 7 6 May	Stress	Chapter 10
Class 8 13 May	Other suprasegmentals	Chapter 11
Class 9 20 May	Inflectional morphology	
Class 10 27 May	Derivational morphology	
Mid-Year break (8 Jun – 12 July)		

8. Objectives:

In the phonetics/phonology section, the course aims to give students an understanding of the fundamentals of phonetic description with particular reference to English and an appreciation of how to interpret technical descriptions for practical purposes.

The morphology section aims to give a very short introduction to practical aspects of the inflectional and derivational morphology of English.

By the end of the course, course members should be able to understand fundamental textbooks describing the morphology and the pronunciation of English, so that they will be in a position to work out for themselves what they need to know about these areas, and apply it to their own pedagogical needs.

9. Expected workload:

Course members should expect to spend 10-12 hours a week on LALS 513. While this requires a considerable amount of independent work, course members are also encouraged to study cooperatively by forming study and discussion groups and sharing ideas and resources with one another. Course members must prepare for classes by completing set readings in advance of the classes.

10. Group work:

Not applicable.

11. Readings:

Required:

LALS 513 Description of English 2 (Available from student notes)

Cruttenden, Alan 2001. *Gimson's Pronunciation of English*. 6th edition. London: Arnold.

Vicbooks has two locations - Student Union Building on Kelburn Campus and Rutherford House on Pipitea Campus (which stocks textbooks for Law and Commerce only). They distribute student notes (for Law (all

stages) and Commerce from stage 2 upwards only) from the Pipitea shop and the student notes shop on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz
We can courier books to customers or they can be picked up from either shop the day after placing an order online.

We can be contacted by telephone
Kelburn 463 5515
Pipitea 4636160

Opening hours
8am - 6pm Mon - Fri (during termtime - we close at 5pm in the holidays)
10am - 1pm Saturday

12. Materials and equipment:

Not applicable.

13. Assessment requirements:

Task	Date Due	Length	Weighting
1. Transcription (weekly)	18 March – 20 May		25%
2. Essay	22 May	2000	55%
3. Test	28 May - 2 June		20%

N.B. Note that if no work is submitted for assessment before the last two weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Details of each piece of assessment can be found on the following pages.

The various tasks test the student's ability to use the vocabulary and the notions acquired in the classes and to apply them to teaching situations. The transcription task is to encourage students to think in terms of sounds rather than spellings.

Submitting assignments and tasks

On-campus students should submit a hardcopy of their assignment.

Distance students can send assignments and assessment tasks electronically or by post. Please follow the guidelines below when submitting your assignment.

- Posted assignments/tasks should be addressed to the course lecturer and sent to the following address:
School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington

General guidelines

When handing in typed or word-processed documents (this may not apply to transcriptions)

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

Electronic Submissions

- Send assignments and assessment tasks as email attachments. Files should be sent to your course email address (in this case, lals-513@vuw.ac.nz).
- Save the file as Adobe (.pdf)
- Send the whole assignment as a single file (including the title page, references and appendices)
- If your document contains **phonetic fonts**, extra care will be required in sending an electronic copy. Electronic copies should be sent as Adobe Acrobat (.pdf) documents. (Some word processing programs, such as WordPerfect, publish to PDF, Word allows you to save to pdf, or, alternatively, you can create PDF files online at <https://createpdf.adobe.com/>.) A hard copy may be required because saving documents in pdf format does not guarantee that special fonts such as phonetic fonts, Arboreal, etc. and embedded line drawings etc. will arrive intact. Platform differences (Windows, Mac, Unix) and the nature of some fonts are typical causes of such problems. Faxing material is an alternative solution: the School fax number is +64 4 463 5604. For further documentation see the relevant handout.

14. Penalties:

The statement on deadlines in the School MA Handbook applies to this course. There is no formal penalty for missing the deadline for submitting the assignments, but you must get permission in advance if you find that you have to hand work in late. *Lecturers reserve the right not to accept an assignment that is submitted after the deadline without prior permission.*

15. Responsibilities for practicum arrangements (practicum courses only):

Not applicable.

16. Mandatory Course Requirements (Terms):

Attend all classes unless alternative arrangements have been made in advance. You must attend 8/10 classes. Distance students 'attend' by taking part in on-line discussion in a timely manner, which allows interaction with their peers: posting contributions to discussions after other students have moved on is **not** sufficient.

To meet Mandatory Course Requirements, each course member is required to do the following work:

- submit at least five transcriptions
- submit the essay
- submit the test
- complete all these assessment requirements before 3 June.

17. Communication of additional information:

Additional information or information on changes will be conveyed to students via class noticeboards and Blackboard.

General University policies and statutes

This information is provided on Blackboard in a file with this title.

Assessment Tasks

Task 1

Date due: Weekly, beginning in week 2
Maximum length: determined by the passages
Weighting: 25%

Hand in a minimum of FIVE of the transcription passages from pages 311-3 in the workbook (or in the File called Transcriptions on-line). If you hand in more than five, the best five will count for assessment.

You can start handing in passage 1 in week 2, passage 2 in week 3 and so on. If you hand in passage 1, it must be submitted in the class in week 2 (so that corrected versions can be returned to students) — and correspondingly for later passages.

Do **not** do all the passages at once; do one every week, and benefit from the feedback.

As indicated in the accompanying file called 'Transcription' (p. 306 in the workbook), if you do not use the Cruttenden/Gimson transcription system, please state explicitly where your system is taken from (and if in doubt submit a copy of the system from your source with the transcription). Do this every week. Also state on every transcription what kind of English it is meant to represent (RP, New Zealand, Canadian, etc.). Do not mix symbols from different transcription systems.

Mark stress as it occurs in the passage and not as it occurs in isolated words (for example, *because* in isolation is stressed on the second syllable, but may not be stressed at all in *I'll do it because I want to, not because you want me to do it,*).

Task 2

Date due: 22 May 2009
Maximum length: 2000 words
Weighting: 55%

Either

Choose ONE of the following pairs of English sounds. Describe in detail the difference in the way they are articulated.

v/w; ʒ/ʒ̥; ɒ/ɔ:

Discuss the importance of making a distinction between the two sounds concerned. Consider not only whether there are minimal pairs, but the importance of drawing the distinction properly in terms of the load the distinction carries and the perceptual importance the distinction has for native speakers.

Without discussing the design or nature of exercises you would use, explain using phonetic terminology and translating that into terms your learner might be able to understand how you would attempt to modify the pronunciation of a foreign learner who could not distinguish between the sounds concerned. If you wish to make specific assumptions about the linguistic background of the learner you might be helping, then make these assumptions explicit.

Or

Most EFL books insist on students learning to recognise stressed and unstressed syllables, and on learning how to pronounce /ə/, but they give little advice on predicting the position of the stressed syllable in a word. If you were to give EFL students just THREE rules for predicting the position of the stressed syllable, what would they be, and why would you want to give these rules as opposed to any others? How reliable are your rules? What level of student would they be useful for?

Take care not to plagiarise in answering this question. You plagiarise if you cite words or ideas from a particular source without indicating AT THE POINT AT WHICH THE BORROWED MATERIAL IS INSERTED INTO YOUR TEXT where you have taken it from. If you cite, you MUST put the cited words in quotation marks or mark the quotation clearly in some other way. Whether you quote or make reference to information you have gathered from a particular source, you should if at all possible give page references to sources of specific information.

Task 3

Date due: 28 May - 2 June 2009

Maximum length: n/a

Weighting: 20%

A test-paper will be posted on Blackboard for you to download and return within the given period. A mock test, which you can attempt as many times as you wish, will be available on Blackboard in advance of that week. There are a number of test formats, including multiple choice and true/false questions.