

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**MASTER OF ARTS
LALS 513 PRONUNCIATION OF ENGLISH
15 POINTS**

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 27 May 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: 2 June 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lecture time: Thursday 1 – 3pm

Lecture venue: von Zedlitz Building, Room 104

Distance students attend by contributing responses to that week's exercises to the Blackboard discussion forum by Thursday 5pm (NZT) each week.

Names and contact details

Course Coordinator: Dr Sasha Calhoun

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Office hours: By appointment



Course Administrator: Janet Attrill

Office: von Zedlitz Building, Room VZ210

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Post: School of Linguistics and Applied Language Studies

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NEW ZEALAND

Communication of additional information

Additional information about this course and information about any changes will be announced in on campus classes and posted on the course website in Blackboard.

Prescription

Study of the phonological systems of English with a focus on using this knowledge for the preparation of teaching materials and assisting learners' language use

Course content

Week beginning	Topics	Readings from Rogerson-Revell*
Class 1 3 March	Why teach pronunciation?	Chapter 1
Class 2 10 March	Consonants	Chapters 3 and 4
Class 3 17 March	Vowels	Chapter 5
Self-directed study week and Easter break (no classes weeks of 23 & 30 March)		
Class 4 7 April	Which English?	Chapter 1
Class 5 14 April	Consonants in more detail and syllables	Chapters 6 & 7
Class 6 21 April	Connected speech processes	Chapter 10
Mid-trimester Break (no class week of 27 April)		
Class 7 5 May	Prosodic structure and voice quality	pp. 36-40, 154-162, 179-185
Class 8 12 May	Word stress	Chapter 9
Class 9 19 May	Intonation	Chapters 11
Class 10 26 May	Teaching a second phonology	Chapters 13 and 14
Self-directed study week (no class week beginning 30 May)		

* Note that each week there will be some discussion of how to teach the phonological feature being discussed, this is covered in Rogerson-Revell, chapter 13. Additional readings each week will be posted on Blackboard.

Course learning objectives (CLOs)

Students passing the course should be able to:

1. demonstrate knowledge of the fundamentals of phonetic description with particular reference to English, and interpret technical descriptions for practical purposes
2. read phonemic transcriptions of English, and transcribe written English phonemically
3. understand the basic phonological structure of English, and how it affects segmental articulation
4. use their knowledge of the phonology of English to inform their teaching of pronunciation.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as workshops. For both distance and on campus students, the course is available at blackboard.vuw.ac.nz. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. For all students, there is a weekly video on Blackboard reviewing the material for that week which students are expected to watch before attending class/taking part in the Blackboard discussion.

Further information about Blackboard is available on the School website at www.victoria.ac.nz/lals/study/faq

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- attend at least 7/10 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. Where the student is unable to meet the attendance requirement because of sickness or other reasons, then this may be able to substituted with other activities showing similar engagement in the course (such as written responses to readings), with the agreement of the Course Coordinator.

Attendance in class is necessary in order for students to fulfil the Course Learning Objectives (CLOs), particularly CLOs 3 and 4. Classes are run as workshops, with students doing exercises to practice and develop the phonological skills and knowledge covered in the course, and discussing recent research, with other students. It is essential that all students attend (in person or online) to encourage each others' learning and share ideas – in particular regarding the application of the phonological knowledge learnt to teaching practice.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

Course members should expect to spend at least 150 hours across the course on LALS 513 (including class time for on campus students). This includes approximately 2 hours each week on the transcription task (note these may take considerably longer for the first few transcriptions), and a total of around 20 hours for the short answer assignment, and 40 hours for the essay.

While the course 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.

Assessment

Task	Date Due	CLOs	Weighting
1. Transcription (weekly)	17 March – 26 May	1, 2	25%
2. Short answer assignment (word limit 1500 words)	21 April	1, 3	25%
3. Essay (word limit 2500 words)	2 June	1,3,4	50%

Information on marking criteria will be included with each assessment.

Submission and return of work

All members of the course should submit all assessments through the Blackboard (BB) system, using the appropriate link for each assessment. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assessments may be submitted as e-mail attachments to lals-ma@vuw.ac.nz.

On-campus students should also submit a hardcopy in class (preferable) or to the School office.

Marked assessments will be returned via Blackboard within two weeks after the due date.

Extensions and penalties

Extensions

If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

Penalties

Assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. Information on penalty arrangements will be included with detailed instructions for each assignment.

Set texts

Rogerson-Revell, Pamela 2011. *English Phonology and Pronunciation Teaching*. London: Continuum.

In addition to the above, readings will be set each week. These will be available to download on Blackboard.

Postgraduate textbooks will be available from Vicbooks' store, Ground Floor Easterfield Building, Kelburn Parade. See the Vicbooks website, www.vicbooks.co.nz for information about their opening hours and how to order online.

Recommended reading

Derwing, Tracey & Murray Munro 2015. *Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research*. Language Learning and Language Teaching, Vol. 42, Amsterdam/Philadelphia: John Benjamins.

Cruttenden, Alan 2014. *Gimson's Pronunciation of English*. 8th edition. UK: Routledge (or earlier edition).

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. There is one class representative for the MA programme. His or her contact details will be available on Blackboard.

Student feedback

Student feedback on this course is welcome at any time. Feedback from previous evaluations of the course has indicated that students found the weekly videos on Blackboard very helpful, and also doing the weekly transcriptions very valuable, so these have been retained.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz