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**LING 260 – Phonology**

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**LING 260 – Phonology**

**Class meeting time:** TTh 1:50-3:20 PMinGCB 182 (3 credits) **Prerequisite:** LING 210 (or instructor consent)

**Instructor:** Bro. McCollum **Email:** robb.mccollum@byuh.edu

**Office:** MFB 111 **Office hours:** T/Th 9:50-10:50 AM

**Texts/Materials**

We will make regular use of the Canvas site and learn how to find phonology-related articles through the BYUH website. The textbook is available through Amazon.com and through the BYUH bookstore.

* Kelly, G. (2000). *How to teach pronunciation*. Essex, England: Pearson Education.
  + ISBN: 978-0-582-42975-8

**Catalog Description**

An examination of the elements of phonetics and phonology that impact English pronunciation—vowels, consonants, stress, rhythm, intonation—with application to teaching and learning situations.

**Course Goal**

Upon completion of the course, students can:

* **Identify and describe the phonetic and phonological elements of English speech** (PLO 1; ILO 1);
  + **Practice Transcriptions** (10%): throughout the semester, students will need to transcribe speech samples using IPA conventions. The practice transcriptions receive full points so long as they are completed on time.
  + **Graded Transcriptions** (10%): students will complete two graded transcriptions-one at midterm and one at the end of the semester.
  + **Pronunciation Mimic** (15%): students will collect a sample of speech from a native English speaker, transcribe the sample, and then create a mimic recording.
* **Diagnose learners’ pronunciation difficulties** (PLO 2; ILO 2, 3);
  + **Pronunciation Doctor** (25%): students will collect speech samples from non-native English speakers and analyze the pronunciation issues in those samples.
* **Apply phonology learning to English language teaching situations** (PLO 2; ILO 5, 6, 7); and
  + **Pronunciation Tutoring** (30%): students will serve as a pronunciation tutor for a non-native English speaker and will keep a journal of their tutoring experience.
* **Articulate a personal philosophy and rationale for pronunciation teaching** (PLO 3; ILO 4).
  + **Midterm** (5%), **and** **Final Reflection Questions** (5%): students will answer questions that help them understand and describe their beliefs about the role of pronunciation in English language teaching. The final reflection questions will be part of the Pronunciation Olympics activity (the course final exam experience).

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| A 94-100% | B+ 87-89 | C+ 77-79 | D+ 67-69 | F 59 and below |
| A- 90-93 | B 84-86 | C 74-76 | D 64-66 |  |
|  | B- 80-83 | C- 70-73 | D- 60-63 |  |

**Grading**

Grades reflect to what extent a student has mastered the outcomes.

A = exceptional mastery of the course outcomes

B = good progress; may still have some weaknesses in course concepts and skills.

C = average progress with several weak areas in communication, content knowledge, and teaching ability.

D = unsatisfactory progress in several or all course outcomes.

**TESOL Program Outcomes for LING 260**

TESOL Outcomes will be achieved or addressed in the LING 260 class as indicated in the chart below. In short, the aim of the TESOL program is to help students “get smart”, “teach smart”, and “stay smart.”

LING 260 is designed to help students achieve the following:

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| **TESOL Program Learning Outcome (PLO)** | **Weight** | **Corresponding Activities related to LING 260 SLOs** | **Corresponding BYUH Institutional Learning Outcomes (ILOs)** |
| KNOWLEDGE  1. Articulate a justified approach to a particular English language teaching context. | 3 | Practice Transcriptions, Graded Transcriptions, and Pronunciation Mimic. | ILO 1: Knowledge (Gaining a depth of knowledge for a particular discipline) |
| TEACHING  2. Apply sound pedagogical principles to English language teaching situations. | 3 | Pronunciation Doctor and Pronunciation Tutoring. | ILO 2: Inquiry (Demonstrating information literacy and critical thinking to understand, use and evaluate evidence and sources)  ILO 3: Analysis (Using critical thinking to analyze arguments, solve problems, and reason quantitatively)  ILO 5: Integrity (Integrating spiritual and secular learning, and behaving ethically)  ILO 7: Service (Using knowledge, reasoning, and research to solve problems and serve others) |
| PROFESSIONAL IDENTITY  3. a. Display an on-going commitment to developing professional-level English language proficiency, | 3 | Pronunciation Mimic, Pronunciation Doctor, Pronunciation Tutoring, and Reflection Questions. | ILO 4: Communication (Communicating effectively in both written and oral form) |
| 3. b. Participate in professional communities and access professional TESOL resources. | 1 | This outcome is not a focus in LING 260 though students will be exposed to phonology academic journals and websites. | ILO 6: Stewardship (Using knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources) |
| 3. c. Self-assess personal identity as a TESOL professional, including areas for improvement. | 3 | Reflection Questions. | ILO 2: (see above)  ILO 3: (see above)  ILO 6: (see above) |
| “Weight” indicates how much this course focuses on each objective: 1 = slightly; 2 = moderately; 3 = significantly. | | | |

**Course Calendar**

This is an initial plan for our course schedule. We will make changes as needed to fit our needs and goals.

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| **Date** | **Learning Topic** | **Notes** |
| T Sep 9 | -Introduction to the course  -How to read phonology texts | -read chapter 1 (Kelly) |
| Th Sep 11 | -Phonetic transcription  -Explanation of Pronunciation Mimic | -locate a NS of English  -read chapter 2 (Kelly) |
| T Sep 16 | -Phonetic transcription | -read chapter 3 on Vowels |
| Th Sep 18 | -Vowels  -Phonetic transcription | -transcribe hymn  -read chapter 4 on Consonants |
| T Sep 23 | *-*Consonants  -Phonetic transcription | -read chapter 5 on Word and Sentence Stress |
| Th Sep 25 | -Word and Sentence Stress  -Phonetic transcription | -transcribe hymn  -read chapter 6 on Intonation |
| T Sep 30 | -Intonation  -Phonetic transcription | -work on Pronunciation Mimic  -read chapter 7 on Connected Speech |
| Th Oct 2 | - Connected Speech  -Phonetic transcription | -work on Pronunciation Mimic  -read chapter 8 on Pronunciation and Spelling |
| T Oct 7 | -Pronunciation and Spelling  -Phonetic transcription | -work on Pronunciation Mimic |
| Th Oct 9 | -World Englishes and Intelligibility | -**submit Pronunciation Mimic report and recording** |
| T Oct 14 | -World Englishes and Intelligibility |  |
| Th Oct 16 | -World Englishes and Intelligibility |  |
| T Oct 21 | **-** MIDTERM EXAM (in class) | - collect Pronunciation Doctor sample |
| Th Oct 23 | ***-*** *Review issues from midterm exam* |  |
| T Oct 28 | **-**Describing pronunciation issues | -work on Pronunciation Doctor |
| Th Oct 30 | **-**Describing pronunciation issues | -work on Pronunciation Doctor |
| T Nov 4 | **-**Describing pronunciation issues | -work on Pronunciation Doctor |
| Th Nov 6 | **-**Describing pronunciation issues | -**submit Pronunciation Doctor report** |
| T Nov 11 | **-**Designing pronunciation instruction | -Pronunciation Tutoring session 1 |
| Th Nov 13 | **-**Designing pronunciation instruction | -Pronunciation Tutoring session 1 |
| T Nov 18 | **-**Designing pronunciation instruction | -Pronunciation Tutoring session 2 |
| Th Nov 20 | **-**Designing pronunciation instruction | -Pronunciation Tutoring session 2 |
| T Nov 25 | -Reflecting on tutoring experiences | -Work on Pronunciation Tutoring journal |
| Th Nov 27 | -Reflecting on tutoring experiences | -Work on Pronunciation Tutoring journal |
| T Dec 2 | -Reflecting on tutoring experiences | -Work on Pronunciation Tutoring journal |
| Th Dec 4 | **-**Reflecting on tutoring experiences | -**Submit Pronunciation Tutoring journal** |
| T Dec 9 | **-** *Review for final exam* |  |
| Th Dec 11 | - FINAL EXAM |  |

**Course Policies**

**Attendance, Punctuality, and Late Assignments**

Attendance in class is required. If you must be absent from a class, please call or see me before the class (send an e-mail, leave a voice mail message, or write a note if there is no one in the office). Students will not be allowed to make up missed class work unless they have made prior arrangements or have an acceptable reason for the absence. Late assignments are subject to a penalty. Only in exceptional circumstances will extensions be granted. International students with serious attendance problems will be referred to the International Student Office. Lack of attendance violates U.S. immigration policies for international students and could result in a student being sent home. Any student who misses more than 5 unexcused absences is subject to a failing final grade.

**Technology**

Internet-enabled devices can be both a learning aid and a distraction. Students are encouraged to use learning technologies in the classroom when they contribute to classroom activities but should turn off such devices when they do not. Students who do not comply with this policy will be asked to leave class and will be marked absent for the day.

**General BYUH Policies**

***Advancement***

Passing an EIL class depends primarily on students’ results on their courses final exams and on results on program tests such as the SLEP and AWL. Work that students do during the semester helps prepare them for the final exam and should be taken seriously. Grades for course work are recorded on the official transcript of the university and count towards the student’s GPA.

***Academic Honesty***

BYUH students should seek to be totally honest in their dealing with others.  They should complete their own work and be evaluated based upon that work.  They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct (see university catalog for complete policy).

***Dress and Grooming***

The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education. Please see the university catalog for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.

***University Final Exam Policy***

The BYU-Hawaii Final Examination Policy in the university catalog states: Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy are as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

* A BYUH sponsored activity which takes an individual or a team away from the campus at the time an examination is scheduled;
* Emergency situations that are beyond the student’s control.

***Complaints about Instruction***

BYUH is committed to providing students with the best possible instruction. However, sometimes different teaching styles, philosophies, learning styles, cultural diversity and expectations may cause conflicts. Therefore, in order for students to feel comfortable expressing their concerns and needs in an appropriate way, they should follow these guidelines.

* Students should approach the teacher either after class or during his/her office hours and explain their concern.
* If students are not comfortable approaching the teacher, they should talk to the Department Chair.
* Students should not complain to one teacher about another teacher’s class.
* If students feel their complaint is serious, it is their responsibility to take it to the appropriate person.
* If students do not feel the problem has been resolved after a reasonable period of time, they should follow up with the person they spoke with earlier.

***Sexual Harassment and Misconduct***

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

***Preventing Sexual Harassment***

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions,employment, or in any of its educational programs or activities.  University policy and Title IX of the Education Amendments of 1972 prohibit~~s~~ sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment.  The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

                                                Debbie Hippolite-Wright, Title IX Coordinator, ice President of Student Development & Life

                                                Lorenzo Snow Administrative Building, 55-220 Kulanui St.  Laie, HI  96762

                                                Office Phone:  [808] 675-4819      E-Mail: [Debbie.hippolite.wright@byuh.edu](mailto:Debbie.hippolite.wright@byuh.edu)

***University Grievance Policy***

The policies listed on the syllabus can act as a contract and will be referenced if a student greaves a faculty decision.