Linguistics Modules - Module Information Sheet **2018/19**

1. General information

Module Code	PLIN0066	**Title**	Intermediate Phonetics and Phonology B					**Credits**	15
Module Tutor	John Harris			**Contact**	john.harris@ucl.ac.uk				
Other tutor(s)									
Module available at the following levels									
Level 4 UG		Level 5 UG	X	Level 6 UG		Level 7 UG		Level 7 PG	X

Module description

The module forms the second half of an intermediate-level curriculum in language sound structure (the first half being formed by PLIN0065 Intermediate Phonetics and Phonology A). It builds on the foundations laid by PLIN0061 Introduction to Phonetics and Phonology A and PLIN0062 Introduction to Phonetics and Phonology B (or equivalent first-level courses). It discusses fundamental theoretical and empirical questions arising from the scientific study of languages' sound systems. It provides participants with hands-on experience of analysing phonetic and phonological data.

Prerequisites	Introductory course in phonetics and phonology (e.g. PLIN1101, PLIN1102)
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0066

Week by week summary

1 SYLLABLES AND SYLLABIFICATION
Prosodic properties of words: stress, weight/length, syllabicity. Syllabic constituency: onsets, rimes, nuclei, codas. Syllabification. Sonority hierarchy, sonority sequencing, sonority distance.

2 ONSETS
Complex onsets. Phonotactics of word-initial vs. syllable-initial consonant clusters. Special status of sC clusters. Binarity in onsets. Syllabification of glides and diphthongs. Empty onsets.

3 'CV' VS 'CVC' LANGUAGES
Coda markedness. Constraint-based model of syllable typology. OT tableaux. 'CV' vs 'CVC' languages. Hybrid 'VC' languages. Rethinking the NoCoda constraint.

4 WEIGHT
Compensatory lengthening. Representing weight: the skeletal tier, x-slots vs. moras. Spreading and delinking. Long vowels and geminate consonants. Contour segments.

5 WORDS AND SYLLABLES
Relation between word structure and syllable structure. Mismatches between word ends and syllable ends. Root-level vs. word-level morphology in English. Phonotactic constraints on morpheme-internal consonant clusters. Phonological behaviour of root-level vs. word-level affixes. Analytic vs. non-analytic morphology. The word appendix.

6 RIMES I
Syllabification of word-final C: two views. The coda as a context for segmental processes. Complex codas? Final C] and consonant cluster phonotactics. Final C] and weight. Closed-syllable shortening. Onset analysis of final C].

7 RIMES II
Final empty nuclei. VC typology revisited. Weight revisited. Beyond the syllable. Binarity within the rime.

8 FEET
Rhythm in verse and phonology. Metrical grids. Metrical feet: trochaic vs. iambic. Directional foot construction. Foot binarity. Quantity-sensitivity. Extrametricality. Foot-conditioned segmental phonology.

9 PROSODIC MORPHOLOGY
The prosodic hierarchy. Prosodically conditioned morphology. Canonical morpheme shapes. Word minimality. Reduplication: base, reduplicant, segmental copy. Truncation.

10 SYLLABIFICATION AND ARTICULATORY PLANNING
Syllabification of word-initial consonant clusters. Initial sC clusters in Italian. 'C-centre' effects in cluster production. Articulographic studies of cluster production (EMMA).

Information for students on other programmes and Affiliate/intercollegiate students:

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements

One lecture of two hours and one tutorial of one hour per week. Students will be split into groups for the tutorials, where we will discuss questions arising from the lecture and work on problem sets that provide practice in analysing phonological data.

Communication

Via the discussion forum on the course Moodle page.

Workload

Students are expected to spend 4-5 hours per week on private study for this module.

Core texts

Basic texts

The readings are drawn from Gussenhoven & Jacobs 2005, Harris 1994 and Hayes 2008.

Roach (1992) and Trask (1996) provide handy glossaries of phonetic and phonological terminology.

Gussenhoven, Carlos & Haike Jacobs (2005). *Understanding phonology*. 2nd ed. London: Arnold.
Harris, John (1994). *English sound structure*. Oxford: Blackwell.
Hayes, Bruce (2008). *Introductory phonology*. Oxford: Wiley-Blackwell.
Roach, Peter (1992). *Introducing phonetics*. London: Penguin.
Trask, R. L. (1996). *A dictionary of phonetics and phonology*. London: Routledge.

Libraries and other resources

To find out more about different languages, you can use the World Atlas of Language Structures (WALS), online at http://wals.info/.

Additional information

Assessment

Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates.
Three written assignments, 1000 words each. In order to get a credit for the course, students must complete all three assignments. The first assignment is a practice assignment worth 0% of the marks for this module. Only the last two count towards the final grade (so these two are each worth 50%).

All coursework is to be submitted via Moodle. In line with UCL and departmental regulations, marks will be deducted for late submission. The main feedback on the assignments will be provided in backup classes. For this reason, no assignment can be accepted more than five days after a deadline.

Late work and extenuating circumstances

Any requests for extensions to deadlines, or for extenuating circumstances to be taken into consideration by examiners, should be made by completing the relevant form. Instructions are available on the Moodle page for this

module, under the Assessment tab. No extensions or special consideration can be given outside of this process, and there is a grading penalty for late submission of coursework. Again, information about this policy can be found on the course Moodle page, under the 'Assessment' tab.

Recording

Lectures and other classes for this module should not be recorded. If you have a Statement of Reasonable Adjustment (SoRA) from UCL Disability Services recommending that you record classes, you are welcome to do so provided you abide by the conditions specified in the SoRA.

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	0% (mandatory)	Written assignment
(Add more if needed)	50%	Written assignment
(Add more if needed)	50%	Written assignment
Other assessment information		

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	0% (mandatory)	Written assignment
(Add more if needed)	50%	Written assignment
(Add more if needed)	50%	Written assignment
Other assessment information		

4. Types of feedback

Types of feedback students on this module can expect to receive	**This type of feedback is provided (X)**
Generic tutor feedback	
Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task)	X
Electronic feedback to the whole group (eg see oral feedback above)	
Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	
Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class)	X
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group)	
Other generic tutor feedback (please give details)	
Automated feedback	
Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	
Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated)	
Other automated feedback (please give details)	
Specific, targeted tutor feedback	
Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes)	X
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught) Please contact me via email so that we can arrange a time to meet.	X

Electronic responses to queries from individual students are provided (as above)	X
Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
On-script comments in the body of individual summative coursework	X
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	
Feedback using a standard feedback form (eg essay feedback form or lab marking forms)	
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project	
Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle)	
Other specific, targeted tutor feedback (please give details)	
Feedback from people other than module staff	
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding) In the tutorials, students will work on problem sets in small groups and are expected to discuss the data and their approaches to the data analysis in their small group, then present their analysis to the class and discuss the analyses provided by other groups.	X
Self-feedback (eg students evaluating their own coursework, worksheet answers, etc)	
Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc)	
Other feedback from those not teaching module (please give details)	
Feedback related to examinations	
A mock examination is given to help students prepare for the final exam	
Marks for the previous year provided online, with a breakdown of marks for individual questions	
Samples of real student work, such as coursework, exam essays, and projects from previous students on the module.	
Other exam-related feedback (please give details)	

5. Specific transferable skills (categorised into skill areas)

Transferable students on this module can expect to develop	
Academic	
Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes	
Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	
Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically	
Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	
Self-management	
Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	
Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	

Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	
Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	
Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
Communication	
Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	
Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	
Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes	
Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions	
Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages	
Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	
Working with others	
Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	
Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground	
Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	
Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	
Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others	
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
Other transferable skills developed in this module	