UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					**2019/20**
Subject (*)	English Phonetics			**Code**	613G03023
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	**Period**	**Year**	**Type**		**Credits**
Graduate	1st four-month period	Third	Obligatory		6
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Crespo Garcia, Maria Begoña		**E-mail**	begona.crespo.garcia@udc.es	
Lecturers	Crespo Garcia, Maria Begoña		**E-mail**	begona.crespo.garcia@udc.es	
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Web	www.pcudc.es				
General description	In this subject students will be instructed in Phonation, together with its main theories, methods and apllications, allowing the student, in this way, to acquire knowledge about English Phonetics, with a view to posible professional activities, and for social contact.				

Study programme competences	
Code	**Study programme competences**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B9	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes

Learning outcomes	Study programme competences		
	A1 A11		C2
	A1 A15		C7
	A14	B2	
	A3 A20		
	A1	B2	C6
	A1	B2	
	A1 A3	B2	
	A3 A19	B10	
	A6 A18 A19	B2 B8	
	A19 A20	B3 B4	
		B1 B2	
		B2 B5	
		B2 B7	
		B2	
	A1	B2	
	A3	B9	
		B2	
	A1 A3	B2 B6	
To use the basic tools of ICT since many activities will be based on Moodle.		B2	C3
	A6		

Contents	
Topic	**Sub-topic**
1. Phonology and Phonetics as linguistic disciplines	1.1. Basic concepts and tools. Definition and description 1.2. Acoustic Phnetics 1.3. Auditive Phonetics 1.4. Articulatory Phonetics
2. Speech sounds and their graphic representation	2.1. Vowels and consonants: functional and articulatory classifications 2.2. IPA and its representation. Classification of speech sounds
3. Speech organs	3.1. The anatomy of speech 3.2. The phisiology of speech
4. Manner of articulation, place of articulation and voiced/voiceless sounds	
5. English vowels: descrption and graphic representation	5.1. Vowels 5.2. Diphthongs and triphthongs
6. English consonants: description and graphic representation	

7. Syllables, words and connected speech.	7.1. Syllables: definition and structure
	7. 2. Connected speech phenomena: Gradation. Assimilation. Elision. Juncture. Liaison.
8. Stress. Accentual patterns of English	
9. The accents of English	9.1. Great Britain: Received pronunciation, Estuary English
	9.2. U.S.A.: American Standard English, African-American English, American- Indian English
	9.3. Australia and New Zealand
	9.4. English sa a second language accents

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A6 A11 A15 B2 B6 C6	14	16	30
Guest lecture / keynote speech	A1 A3 A11 A15 B4 B8 B9 C7	22	20	42
Problem solving	A14 B2 B5 B6 B7 B10 C2	14	11	25
ICT practicals	B1 B2 B3 B7	24	15	39
Document analysis	A3 A11 A19 A20 B1 B6 C3 C7	0	5	5
Objective test	A1 A3 A6 A15 A18 A19 A20 B2 B4 C2	3	0	3
Personalized attention		6	0	6

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Case study	This corresponds to Docencia Interactiva. In these sessions, students are expected to be able to solve particular problems such as recognition of phobetic transcriptions, identification of accents, etc.
Guest lecture / keynote speech	Lectures will take place once a week. Students are expected to participate.
Problem solving	Students will be in charge of solving particular problems either in class or by means of the interactive platform Moodle.
ICT practicals	Students will be given exercises and activities to be carried out by means of the interactive platform Moodle.
Document analysis	Glossary is a resource that explains and contextualizes terms related to the field in order to facilitate the understanding concepts.
Objective test	All students must take a final exam to test their general knowledge of the topics dealt with durting the course.

Personalized attention	
Methodologies	Description

ICT practicals Case study	Students will be provided with a tutorial system both online and personal where you may consult, submit proposals to the teacher at all times. They will be especially tutored group work as well as the acquisition of procedural skills that the course requires for a good use of it.
	The student will be attended by teachers of the subject in the tutorial hours of academic year, through the virtual platform Moodle at specific times of the course and through email at all times.
	Unidade University Diversidade care (ADI)
	University Drive for Diversity (ADI) established in 2004 is responsible for all the special needs arising from disability due to physical, sensory, psychological or cultural reasons. ADI is directed therefore to the whole university community, especially students. For more information on available services and software in the ADI students enrolled at this university, please contact: http://www.udc.es/cufie/uadi/

Assessment			
Methodologies	Competencies	Description	Qualification
ICT practicals	B1 B2 B3 B7	Students may be asked to solve some problem or do some kind of test in class, at home or on the Moodle platform. The activities carried out with the lector in the TGR classes every two weeks will be also taken into account.	20
Case study	A6 A11 A15 B2 B6 C6	Students may be evaluated by collecting some of the activities they must carry out both in class or at home.	30
Objective test	A1 A3 A6 A15 A18 A19 A20 B2 B4 C2	All students will have to sit for a final exam to be held in the official date in January . A minumum grade of 4 (out of 10) must be obtained in this test in order for the rest of the grades to be added to it.	50

Assessment comments

QUALIFICATION

Students will be evaluated along the course by a maximum of 4 activities as well as by the final comprehensive test.

In order to pass students must have a mark of, at least, 4 (of ten) in the final exam. They must also hand in at least half the activities required. If not, the student will not be graded and will receive a "non presentado".

FINAL EXAM DATES

The dates and times of examinations in official announcements will be approved by the faculty and published for each academic year prior to the beginning of it.

LINGUISTIC ACCURACY

Both the theoretical and practical examination, such as group work and laboratory practices must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax concordance, lexical precision, or formal register). The level in English language expected of students is equivalent to an acceptable level for the third year. Deficiencies in this area will be penalized in qualifying.

JULY CALL

Students that do not pass in January may have another opportunity in July for which there will be a final test (50%) as well as one activity to be done at home(50%).

Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Part-time students who have been granted a "dispensa académica" must contact the teacher at the beginning of the semester in order to design the necessary changes and adjustments relating to the different activities to be acarried out along the academic year.????

Essays and written work may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (Normasde avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario).

Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Sources of information	
Basic	Collins, Beverley, and Inger Mees. <i>Practical Phonetics and Phonology: A Resource Book for Students</i>. London: Routledge, 2008.Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i>. Cambridge: Cambridge University Press, 2000.Wells, J. C. <i>Longman</i><i>Pronunciation Dictionary</i>. Londres: Longman, any edition.Collins, Beverley, and Inger Mees. Practical Phonetics and Phonology: A Resource Book for Students. London: Routledge, 2008.Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press, 2000.Wells, J. C. LongmanPronunciation Dictionary. Londres: Longman, any edition.
Complementary	Ashby, M.; J. Maidment. Introducing Phonetic Science. Cambridge: Cambridge University Press, 2005.Baken, R. J. Clinical measurement of speech and voice. San Diego, CA: Singular Pub. Group, 1996.Barry, W.J. and W. A. Van Dommelen (eds.) The Integration of Phonetic Knowledge in Speech Technology, Dordrecht , Springer, 2005.Bell, A. ?Radio: The style of news language? Journal of Communication 32 (1982): 150-164.Borden, G.J.; Harris, K.S.; Raphael, L.J. Speech Science Primer. Physiology, Acoustics, and Perception of Speech, Baltimore, Williams and Wilkins, 1994.Brown, A. (Ed.) Teaching English Pronunciation: A Book of Readings. London: Routledge, 1991.Cowie, R. and Cornelius, R.R. ?Describing the emotional states that are expressed in speech.? Speech Communication Special Issue on Speech and Emotion, 40,1- 2(2003): 5-32.Eckert, P. and J. Rickford (eds) Style and Sociolinguistic Variation. Cambridge: CUP, 2001.Hart, J., Collier, R., and Cohen, A. A perceptual study of intonation. An experimental-phonetic approach to speech melody, Cambridge, Cambridge University Press, 1990.Holmes, J. N. and Holmes, W. Speech Synthesis and Recognition. London, Taylor & Francis, 2001.IPA. Handbook of the International Phonetic Asociation, Cambridge, Cambridge University Press, 1999.Kent, R. D.; Read, Ch. The Acoustic Analysis of Speech, San Diego, Singular Publishing Group, Inc, 1992.Kohler, K. J. (ed.). ?Rhythm in Speech and Language. From Theory to Data?, Phonetica 66, 1-2 (2009).Kuhl, P. K. ?Early language acquisition.? Nature Reviews Neuroscience, 5, 2004: 831- 43.Ladefoged, P. and Maddieson, I. The Sounds of the World's Languages. Blackwell, Oxford, 1996.Leather, J. Phonological Issues in Second Language Learning. Oxford: Blackwell, 1999.Lleó, C. La adquisición de la fonología de la primera lengua y de las lenguas extranjeras. Madrid: Visor, 1997.Martínez Celdrán, E. Análisis espectrográfico de los sonidos del habla, Barcelona, Ariel, 2007.Moore, B.J.C. An Introduction to the Psychology of Hearing. Amsterdam. Academic Press, 2003.Thomas, E. R. ?Instrumental Phonetics?, en Chambers, J. K., Trudgill, P., Shilling-Estes, N. (eds.): The handbook of language variation and change. Malden, Ma: Blackwell, 2004.Titze, I. Principles of Voice Production. Prentice Hall, 1994.VVAA. ?Disorders of speech and language.? In: Principles of Neurologiy. McGraw-Hill, New York, 2005.

Recommendations
Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003
Lingüística Xeral/613G03004
Lingua Inglesa 2/613G03008
Lingua Inglesa 3/613G03015
Lingua Inglesa 4/613G03019

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments
A good command of English is required since grammatical mistakes, non-English word order and lack of concordance will be penalised.