

Study Program	: English Education	Semester	: 3
Academic Year	: 2013/14	Pre-requisites	: None
Course Code & Name	: Phonetics & Phonology.	Lecturer's Name	: Dr. Margana, M.Hum., M.A.
Total of Credit Points	: 2		

## **SYLLABUS**

### **I. COURSE DESCRIPTION**

This course explores speech sounds as physical entities (phonetics) and as linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description: How are speech sounds made? What types of movements and configurations of the vocal tract are used to produce sounds? In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system. Phonological data from a wide range of languages are analyzed, in terms of regularities or patterns in sound distribution are extracted from the data set and then stated within a formal phonological framework. We will also construct arguments to support the proposed analyses, and we will find that phonetic factors play a crucial role in validating phonological analyses. Throughout the course, a major emphasis is placed on the fact that speech sounds are simultaneously physical and linguistic elements and that these two aspects of sound structure are interdependent. Class sessions will consist of lectures, phonetic practice, and discussion of phonology.

### **II. STANDARD OF COMPETENCE**

By the end of this course, English majors are expected to be able to:

1. learn a number of technical terms related to the course.
2. describe the production of English sounds.
3. differentiate between consonants and vowels.
4. pronounce English sounds in isolation and in connected speech.
5. differentiate between consonants and vowels in all word-positions.

6. distinguish phonemes and allophones.
7. know the structure of the English syllable.
8. know the different types of stress in English.
9. distinguish strong and weak forms.
10. know different connected speech processes, such as assimilation, elision, linking, etc. and
11. know the different intonation patterns of English.

### III. TEACHING-LEARNING STRATEGIES

#### A. Direct Contact:

1. Lecture;
2. Practice and Presentation;
3. Classroom Task/Assignment;
4. Class and Group Discussion;
5. Task/Assignment Supervision.

#### B. Indirect Contact:

Home Task/Assignment.

### VI. TEACHING-LEARNING SCENARIOS

Week	Topics
Week 1	Introduction to the Course
Week 2	The nature of phonology
Week 3	English vowels and diphthongs
Week 4	Consonants of English
Week 5	Transcription of English
Week 6	Non- English consonants
Week 7	Non-English vowels: front rounded, back unrounded, nasalized; Other consonant & vowel articulations
Week 8	Mid-test
Week 9	Supra-segmental
Week 10	Phonological features
Week 11	Phonemic analysis

Week 12	Phonological alternations, processes, and rules
Week 13	Derivational analysis
Week 14	Presentation 1
Week 15	Presentation 2
Week 16	Review

## V. SOURCES OF REFERENCE

Rowe, B.M. & Levine D.P. 2006. *A Concise Introduction to Linguistics*. New York: Pearson Education, Inc.

Fromkin, V. & R. Rodman. 1988. *An Introduction to Language*. H&B College Publishers.

*A Course in Phonetics*, by Peter Ladefoged (**Lad**), Harcourt Brace College Publishers (the bookstore has the 4th edition, which we will use).

## VI. ASSESSMENT

No.	Assessment Components	Weights (%)
1	Attendance	25
2	Practices, Presentations and Discussions	20
3	Assignments/Tasks	15
4	Examinations	
	Mid-semester Examination	20
	Semester Examination	20
<b>Total</b>		<b>100%</b>

Head of English Education Department

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