# HONG KONG BAPTIST UNIVERSITY
# COURSE OUTLINE

**1. <u>COURSE TITLE</u>**

Understanding Phonological Patterns

**2. <u>COURSE CODE</u>**

ENGL3306

**3. <u>NO. OF UNITS</u>**

3 Units

**4. <u>OFFERING DEPARTMENT</u>**

Department of English Language and Literature

**5. <u>PREREQUISITES</u>**

ENGL2016 Sounds of English Around the World

**6. <u>MEDIUM OF INSTRUCTION</u>**

English

**7. <u>AIMS & OBJECTIVES</u>**

1) To gain in-depth understanding of phonological theorizing and analysis;
2) To familiarize students with phonological patterns in languages beyond English; and
3) To relate phonological properties across languages.

**8. <u>COURSE CONTENT</u>**

I. Deriving Underlying Representations
a. Patterns of Distribution, Contrast and complementarity
b. Representing Segmental and Supra-segmental information
c. Non-linear representations
II. Rules and Rule Ordering
a. SPE type rules
b. Feeding and Bleeding Orders
c. Counterfeeding and Counterbleeding Orders
d. Transparency and Opacity
III. Phonological Patterns Across Human Languages
a. Inventory

b. Phonotactics
c. Universal constraints

The content presented above is indicative of the scope of this course and is not intended to be interpreted as the linear ordering of class progression.

## 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

| CILO | By the end of the course, students should be able to: |
|---|---|
| CILO 1 | Identify phonological phenomenon that requires analysis |
| CILO 2 | Interpret phonological representations |
| CILO 3 | Construct phonological analyses |
| CILO 4 | Evaluate their theoretical assumptions underlying the phonological analyses proposed |

## 10. TEACHING & LEARNING ACTIVITIES (TLAs)

| CILO alignment | Type of TLA |
|---|---|
| CILO 1 | - Class discussion on how to characterize phonological data<br>- Class exercises on abstracting generalizations of the data |
| CILO 2 | - Lecture and discussion on the development of phonological representation from language facts across different languages |
| CILO 3 | - Students will be given exercises to organize phonological data. They then contruct phonological representations and principles to account for such data |
| CILO 4 | - Class and forum discussions on different theoretical possibilities and how each can and should be evaluated |

## 11. ASSESSMENT METHODS (AMs)

| Type of Assessment Methods | Weighting | CILOs to be addressed | Description of Assessment Tasks |
|---|---|---|---|
| Active participation and/or peer learning | 10 % | 1, 2 | Students are required to engage each other through forum postings and class argumentation to demonstrate their understanding of concepts and issues grappled with in class. |
| Learning journals | 30 % | 1, 3 | Students write learning journals (3) to capture and reflect on the class discussions. |
| Group projec t/presentatio | 25 % | 2, 3 | Students will engage as a group on a chosen phonological phenomenon in one or a few |

| | | | |
|---|---|---|---|
| n | | | languages. |
| Term paper | 35 % | 3, 4 | Students will undertake to write a term paper that integrates their knowledge learnt from the course. |

**\*\*\* END \*\*\***