

PLEASE NOTE: All course goals apply but are restricted to one subfield of linguistics: phonetics & phonology

Learning Block	General Learning Outcomes	Learning Block Outcomes	Content	Instructional Activities	Assessments, Products
<p>Part 2: Sounds</p>	<p>1. Students can compare and contrast the phonetic system of Hexagonal and Canadian French.</p> <p>5. [partial] Students can differentiate between the linguistic variables of Canadian French in terms of their social markedness. [upon examining my course, I realized this part of the outcome is not addressed]</p> <p>6. Students can defend the view that although French language varieties are not socially neutral, they are intrinsically equal. [this module does not address outcome 6 specifically, but is a building block leading to it]</p> <p>7. Students can synthesize linguistic concepts from speech data they collected from the real world.</p>	<p>a) Students can define key terms and concepts (e.g., phoneme, minimal pairs, vowel, nucleus, etc.)</p> <p>b) They can match the sounds of the French language with its phonetic symbols.</p> <p>c) Students can transcribe words and short sentences.</p> <p>d) Students can annotate transcriptions to indicate French Canadian vowels and consonants.</p> <p>e) Students can identify common articulatory and combinatory phenomenon (e.g., loss of final consonants, obligatory liaison, devoicing)</p> <p>f) Students can collect a speech sample for the purpose of analysis.</p>	<p>• Phonetics and phonology: an introduction</p> <p>• Transcription conventions</p> <p>• Vowels: shared and distinctive sounds (Hexagonal and Canadian French)</p> <p>• Consonants: shared and distinctive sounds (Hexagonal and Canadian French)</p> <p>• Combinatory phonetics</p>	<p>• Assigned readings from textbook (see calendar)</p> <p>• Classroom activities:</p> <p>✓ Sample A: categorizing types of syllables, transcription of words from roman to phonetic alphabet and vice versa</p> <p>✓ transcription of sentences, articulatory description of vowels</p> <p>✓ Pronunciation activities from textbook</p> <p>✓ Listening of speech samples to develop ability to discriminate different sound variables, transcription of short oral excerpt</p> <p>✓ Small-group activities to define and explain key concepts to peers</p> <p>✓ Short lectures</p> <p>✓ Discussion about the neutrality of phonetic traits vs. social evaluation thereof</p>	<p>• Exercise 2: apply concepts to language tokens, short answer explaining French Canadian differences, short answers clarifying subtle differences between different but similar phonological phenomenon, transcription</p> <p>• Part of mid-term exam: apply concepts to language tokens, demonstrate familiarity with French-Canadian sounds in applied problems, provide definitions, demonstrate knowledge of articulatory phonetics by identifying the parts of the phonetic organ and possible sound production on schematics, transcribe common combinatory phenomenon (See sample B)</p> <p>• Portfolio, part 2: Students collect audio text of their choosing, transcribe 20 seconds of it first in the Roman phonetic alphabet and comment on the phonetic phenomenon they observe in their sample. First draft is low-stakes; students get feedback on it before turning in the final portfolio (See Samples C, D for assignment & rubric)</p>

