

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΓΥ-02	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	PHONETICS - PHONOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/TMS228/">https://eclass.aegean.gr/courses/TMS228/</a>		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

On the successful completion of the course the student will be able to:

- distinguish between phonetics and phonology
- describe the speech production mechanism and name the parts of vocal tract
- use the symbols of International Phonetic Alphabet (IPA) in doing phonetic transcription of Greek speech

- make use of terminology which classifies sounds by their point of articulation (labial, alveolar, and so on) and by their manner of articulation (stop, fricative, and so on)
- classify sound segments according to their distinctive features
- recognize that underlying forms are different from actually pronounced words
- define in linguistic terms the basic shapes of syllabic structure
- examine linguistic data and extract generalizations of such data
- determine patterns of phonological alternations exhibited by sets of data that come from unfamiliar languages
- formulate phonological rules that are responsible for segmental alternations
- argue in defense of a solution in a phonological analysis problem showing why it is better than an alternative.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Production of free, creative, inductive and critical thinking
- Search for, analysis and synthesis of data and information
- Working independently and in team
- Working in an international environment
- Working in an interdisciplinary environment
- Critical thinking and self-criticism
- Respect for difference and multiculturalism

### **(3) SYLLABUS**

This course serves as an introduction to the scientific fields of phonetics and phonology which deal with the study of the speech sounds of human language. The objective of this course is to familiarize students with the sound systems of spoken languages and how they may vary, and further provide them with an understanding of fundamental concepts and techniques of phonological analysis. In addition, phonological alternations from a wide variety of languages are closely examined and analyzed. Topics covered include:

- articulatory description of speech sounds,
- the distinctive features of phonological segments,
- underlying and surface representations,
- phonological rules and derivations,
- the basic principles of syllabic structure,
- metrical and prosodic features of words and phrases.

### **(4) TEACHING and LEARNING METHODS - EVALUATION**

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communicating with students	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 hrs (1.56 ECTS)
	Personal study	83 hrs (3.32 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: written examination with short-answer questions and problem-solving activities.</p> <p>The evaluation criteria are accessible in the syllabus that the students get in the first lecture of the semester. The syllabus is also available at the eclass page of the course.</p>	

**(5) ATTACHED BIBLIOGRAPHY**

Greek language

Ladefoged, P. 2007. *Εισαγωγή στη Φωνητική*. (Μτφρ. Μ. Μπαλταζάνη.) Αθήνα: Πατάκης.

Nespor, M. 1999. (Προσαρμογή στα ελληνικά Α. Ράλλη). *Φωνολογία*. Αθήνα: Πατάκης.

### **Foreign language**

Chomsky, N. & M. Halle 1968. *The Sound Pattern of English*. New York: Harper & Row.

Clark, J. & C. Yallop. 1995. *Introduction to Phonetics and Phonology*. 2nd. ed. Cambridge, MA: Blackwell Publishers.

Davenport, M. & S.J. Hannahs. 2005. *Introducing Phonetics & Phonology*. 2nd. ed. London: Arnold.

De lacy, P. (ed.) 2007. *The Cambridge Handbook of Phonology*. Cambridge, UK: Cambridge University Press.

Goldsmith, J. 1995. *The Handbook of Phonological Theory*. Cambridge, MA: Blackwell Publishers.

Gussenhoven, C. & H. Jakobs 1998. *Understanding Phonology*. London and New York: Arnold.

Gussman, E. 2002. *Phonology. Analysis and Theory*. Cambridge University Press.

Hardcastle, W. and J. Laver. 1999. *The Handbook of Phonetic Sciences*. Oxford: Blackwell.

Hayes, B. 2009. *Introductory Phonology*. Blackwell.

Kenstowicz, M. 1994. *Phonology in Generative Grammar*. Cambridge, MA: Blackwell Publishers.

Ladefoged, P. & I. Maddieson. 1996. *The Sounds of the World's Languages*. Cambridge, MA: Blackwell Publishers.

Odden, D. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.

Oostendorp, M. van, Ewen C.J., Hume, E. & K. Rice. 2011. *The Blackwell Companion to Phonology*. Malden, MA: Blackwell Publishing Ltd.

Roca, I. 1994. *Generative Phonology*. Routledge: London & New York.

Roca, I. & W. Johnson 1999. *A Course in Phonology*. Blackwell Publishers.

### **Related academic journals**

Journal of Phonetics

Journal of the International Phonetic Association

Phonology

Laboratory Phonology  
Language and Speech