

## Course Syllabus

1	Course title	Phonology
2	Course number	2201735
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master's Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others...
17	Issuing/Revision Date	December 2023

### 18 Course Coordinator :

Name: Dr Marwan Jarrah  
Office number: 1  
Phone number:  
Email: m.jarrah@ju.edu.jo  
Office Hours:  
Monday & Wednesday: 15:00-11:30

### 19 Other instructors:

Name: Prof. Radhwan Mahadeen  
Office number:  
Phone number:  
Email:  
Office Hours:

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### 20 Course Description:

This course delves deeply into the intricate patterns and structures of sounds in human languages, exploring the theoretical foundations and practical applications of phonological analysis. Students will engage with complex phonological phenomena, including segmental and suprasegmental features, phonotactics, and phonological alternations, across various languages. Emphasizing both theoretical frameworks and empirical methodologies, the course examines classic and contemporary phonological theories, encouraging critical evaluation and synthesis of ideas. Through in-depth case studies and hands-on exercises, students will gain expertise in phonological analysis, allowing them to investigate diverse linguistic data and contribute to the field's ongoing research. By the end of the course, students will not only possess a profound understanding of advanced phonological concepts but also develop analytical and problem-solving skills crucial for linguistic research and language-related professions.

### 21 Course aims and outcomes:

#### A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

#### B- Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Analyze phonological patterns and processes in diverse	X			X									X		X		X			X

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	languages, demonstrating proficiency in identifying, describing, and explaining both segmental and suprasegmental features within phonological systems.																			
2	Conduct in-depth phonological research projects, investigating specific phonological phenomena, and demonstrate advanced skills in formulating hypotheses, designing experiments, and interpreting data, contributing to the advancement of phonological theory.			X		X								X		X		X		X
3	Evaluate and compare phonological theories, identifying their strengths and limitations, and apply this knowledge to solve complex phonological problems, fostering a deep understanding of the theoretical frameworks underpinning phonological analysis.	X		X										X		X		X		X
4	Employ advanced computational tools and software to analyze phonological data, enabling them to automate analyses, visualize patterns, and apply statistical methods, enhancing their ability to process and interpret large-scale phonological datasets.			X	X									X		X		X		X
5	Communicate their findings effectively through scholarly presentations and publications, demonstrating the ability to disseminate complex phonological concepts to both academic and non-specialist audiences, showcasing their expertise in the field of phonology.					X		X						X		X		X		X

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6	Develop practical skills in phonetic transcription																		
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### 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Understanding Linguistic Structures and Phonological Patterns	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper	Chapter 1: Structures in Languages
2	2.1	Speech Production and Phonological Processes	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 2: The Production of Speech
3	3.1	Typological Variations in Phonological Systems	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 3: Some Typology: Sameness and Difference
4	4.1	Phonological Adaptations and Rule Applications	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 4: Making the Form Fit
5	5.1	Understanding Distinctive Features in Phonology	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 5: Distinctive Features

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6	6.1	Articulatory Phonetics and Place Features	1-6	Synchronous Lecturing, Forums	Midterm + Term Paper + Presentations	Chapter 6: Describing Places of Articulation
7	7.1	<b>Midterm</b>	1-6	Synchronous Lecturing, Forums	Midterm	Assigned material
8	8.1	Analyzing Underlying and Surface Forms in Phonology	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 7: Connecting Underlying and Surface Representations
9	9.1	Exploring Levels of Phonological Representation	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 8: Levels of Representation
10	10.1	Phonological Processes at the Segmental and Syllabic Levels	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 9: Between the Segment and the Syllable
11	11.1	Tone Patterns and Phonological Analysis	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 10: Tones
12	12.1	Word Stress Patterns and Phonological Theories	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 11: Word Stress
13	13.1	Prosody and Phonological Systems Beyond	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentation	Chapter 12: Phonology Above the Word

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		Words			s	
14	14.1	Analyzing Phonological Transparency and Opacity	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 13: Transparency and Opacity with Rules and Constraints
15	15.1	Feature Geometry in Phonological Representations	1-6	Synchronous Lecturing, Forums	Final + Term Paper + Presentations	Chapter 14: Feature Geometry
16	16.1	<b>Final</b>	1-6	Synchronous Lecturing, Forums	Final	Assigned Material

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Term Paper	15	The student's choice	1-6	1-16	E-Learning
Presentations	15	The student's choice	1-6	1-16	On campus
Midterm Exam	30	1-7	1-6	1-7	On campus
Final Exam	40	1-16	1-6	1-16	On campus

### Rubric for presentation tasks:

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Criteria	15	12	10	8	6-0
<b>Subject Mastery</b>	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
<b>Organization</b>	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
<b>Delivery</b>	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation.

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	engaging.	engaging.			ion, and speaks quietly.
<b>Creativity</b>	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

#### 24 Course Requirements

Students should have the assigned textbook.

#### 25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

#### 26 References:

A- Required book(s):  
Gussenhoven, C., & Jacobs, H. (2017). *Understanding Phonology* (4th ed.). Routledge.

#### 27 Additional information:



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Name of Course Coordinator: Dr. Marwan Jarrah Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----