| | **ORIGINAL COURSE IMPLEMENTATION DATE:** | January 1998 |
|---|---|---|
| | **REVISED COURSE IMPLEMENTATION DATE:** | September 2025 |
| | **COURSE TO BE REVIEWED** (six years after UEC approval)**:** | September 2030 |

Course outline form version: 26/01/2024

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

| **Course Code and Number:** LING 110 | **Number of Credits:** 3 Course credit policy (105) |
|---|---|

**Course Full Title:** An Introduction to Phonology
**Course Short Title:** Intro to Phonology

| **Faculty:** Faculty of Humanities | **Department (or program if no department):** Modern Languages |
|---|---|

**Calendar Description:**

A practical introduction to human speech sounds. Students learn to recognize, analyze and describe, symbolize using the IPA and other phonetic alphabets, and produce the speech sounds of a great many world languages. The course will include segmental sounds, tone, intonation, stress, and duration.

| **Prerequisites (or NONE):** | LING 101. |
|---|---|
| **Corequisites (if applicable, or NONE):** | None. |
| **Pre/corequisites (if applicable, or NONE):** | None. |

**Antirequisite Courses** *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

*(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)*

**Course Details**

Special Topics course: **No**
  *(If yes, the course will be offered under different letter designations representing different topics.)*

Directed Study course: **No**
  *(See policy 207 for more information.)*

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 36**

**Typical Structure of Instructional Hours**

| | |
|---|---|
| Lecture/seminar | 30 |
| Tutorials/workshops | 15 |
| | |
| | |
| | |
| | |
| **Total hours** | **45** |

**Prior Learning Assessment and Recognition (PLAR)**

PLAR is available for this course.

**Scheduled Laboratory Hours**

Labs to be scheduled independent of lecture hours:   ☒ No   ☐ Yes

**Transfer Credit** *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
  *(If yes, fill in transfer credit form.)*

| **Department approval** | | **Date of meeting:** | April 19, 2024 |
|---|---|---|---|
| **Faculty Council approval** | | **Date of meeting:** | May 31, 2024 |
| **Undergraduate Education Committee (UEC) approval** | | **Date of meeting:** | September 27, 2024 |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify a wide variety of sounds for the world's languages.
2. Analyze speech sounds and know what they are and how they are made.
3. Demonstrate a thorough knowledge of the speech organs and air mechanisms used in speech.
4. Transcribe sounds heard, with accuracy, using IPA symbols.
5. Produce any human speech sound on seeing the IPA symbols for those sounds.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

| Assignments: | 25% | Project: | 40% | | % |
|---|---|---|---|---|---|
| Quizzes/tests: | 35% | | % | | % |

**Details:**

Assignments: micro-themes + 1-3 min. video or infographic (25%)
Final project: research project (40%)
Quizzes and exams (35%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work, and personal exploration of language use. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

| | Type | Author or description | Title and publication/access details | Year |
|---|---|---|---|---|
| **1.** | Textbook | Henry Rogers | The Sounds of Language: An introduction to Phonetics, Rutledge | 2023 |
| **2.** | Textbook | Peter Ladefoged | A Course in Phonetics, 7th edition, Cengage Learning | 2014 |
| **3.** | Online resource | Stó:lō Upriver Halq'eméylem language program websites | www.Stoloshxweli.org, www.FirstVoices.com | |
| **4.** | | | | |
| **5.** | | | | |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

**Course content and topics**

- Vocal organs, stops (plosives), aspiration, points of articulation, articulators, voice
- Face diagrams, technical names, flat fricatives
- Nasal stops, laterals, pitch, stress
- Vowels, rounding
- Grooved fricatives (sibilants), released/unreleased consonants
- Affricates, lateral affricates, modifications of vowels: nazalization, voicelessness
- Air mechanisms, egressive pharynx air sounds (glottalized), glottal stop
- Length, pitch, tone, intonation, vowel and consonant clusters
- Fronted, backed velars; dental and retroflexed alveolar stops, fricatives and affricates
- Ingressive pharynx air sounds, flaps and trills (vibrants)
- Modified consonant sounds: labialized, palatalized, velarized, pharyngealized; fortis & lenis
- Clicks; double stops and nasals; semi-vowels; syllabic consonants
- Speech styles: whisper, breathy, voiced aspirated; stress timing, syllable timing