

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	ENGLISH LANGUAGE STUDIES B: PHONETICS, PHONOLOGY AND ORAL COMMUNICATION
<b>Course ID:</b>	HENAE6113
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	091521

## Description of the Course:

This course teaches students to identify and understand the sounds of the English language. Australian Standard English, like all languages, is composed of a set of specific sounds, i.e. phonemes, and all words are made up of these sounds. Understanding the sounds of the English, including how they are articulated, is essential for a range of professions, including teachers of English, in particular for teaching phonics, speech pathologists, audiologists, and learning integration aides. Students completing this course will be able to identify the sounds that make up any given word of English, articulate and explain these sounds for pedagogical purposes. They will have the skills to transcribe English words in the international phonetic alphabet, and understand place and manner of articulation and the acoustic relations of the phonetics and phonology of English.

The course introduces students to the articulatory and acoustic phonetics and phonology of English, including stress and intonation patterns, and how these function to create meaning in oral communication. Students will be able to identify stress patterns in English words and sentences. Students will also understand the communication milestones in speech development, and oral communication development across the lifespan.

Students will learn about research into how oral language supports literacy development, and evidence-based practices such as phonics instruction. Students will also understand how oral language development supports

reading and writing development. The course covers phonemic awareness, phonological awareness, and the grammar associated with spoken discourse and oral communication.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory				✓		
Intermediate						
Advanced						

**Learning Outcomes:**

(On successful completion of the course the students are expected to be able to):

**Knowledge:**

- K1.** Apply the phonemes and phonological patterns of English
- K2.** Identify and articulate the sounds of words
- K3.** Articulate and explain stress and intonation in words and discourse
- K4.** Examine the current research and pedagogical best practices relating to oral language
- K5.** Investigate the Communication Milestones of Speech Pathology Australia
- K6.** Recognise the key ideas of articulatory and acoustic phonetics

**Skills:**

- S1.** Transcribe words according to their sounds
- S2.** Identify place and manner of articulation for the sounds of English
- S3.** Demonstrate understanding of the alphabetic principle and phonics

**Application of knowledge and skills:**

- A1.** Apply knowledge of oral language to interpret curriculum
- A2.** Analyse spoken language demonstrating an understanding of English phonetics and phonology
- A3.** Use appropriate pedagogical interventions to promote oral language, literacy outcomes, and speech development

**Course Content:**

This course will cover the following topics:

Topics may include:

- The sounds of English: phonetics and phonology
- Pronunciation and listening: Articulatory and acoustic phonetics
- Oral language and literacy development
- The alphabetic principle, phonics and reading instruction
- Communication milestones in speech development

### Values:

- V1.** Recognise the importance oral communication for students' literacy and life outcomes
- V2.** Appreciate how research and theory can inform effective practice related to speech development

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K6, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S3	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, S3, A1, A2, A3	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2	Transcription tasks: phonemes, stress and intonation	Quiz	20-30%
K1, K3, K4, K5, K6, S3, A2, A3	Essay: Oral Communication/evidence-based practice/speech development	Written	40-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K4, K5, S3, A1, A3	Lesson Plan and micro-teaching	Oral Presentation	30-40%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)