

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2018-2019 GERM 306: Introduction to German Linguistics: Phonetics and Phonology
(Fall Term)

Instructor: Professor Jennifer Dailey-O’Cain

Time: Tu/Th 9:30-10:50am

Office: 309-C Arts Building

Place: HC 2-14

Telephone: n/a Fax: 780-492-9106

Office Hours: Tu & Th 11am-12pm,

E-mail: jenniedo@ualberta.ca

or by appointment

Personal Website: <http://www.ualberta.ca/~jenniedo>

Course Website: n/a

Course Prerequisite: German 212 or consent of department. German 303 is also a co-requisite (must be taken before or at the same time as 306). It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (templates for exams distributed and discussed in class)
- NA (no final exam)

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description, Objectives and Expected Learning Outcomes:

In this course you will learn about the sound systems of the German and English languages. The comparison of English and German serves as a way of correcting problems of interference from one language in the learning of another. At the end of this course, students will be able to transcribe both German and English with the International Phonetic Alphabet, describe the sounds of both languages using phonetic description, and improve both their own pronunciation problems and help others improve theirs. The goal of this course is practical—it should help students and future teachers to be able to correct phonological problems in students of German as a second

language—but the theoretical aspects can also serve as an introduction to German linguistics.

Texts:

German Phonetics and Phonology: Theory and Practice, by Mary Grantham O'Brien and Sarah Fagan

Grade Distribution (see “Explanatory Notes”):

Your end-of-semester grade will be calculated on the basis of the following:

- Participation: 15% (throughout the semester)
- Homework/In-class-work: 15% (throughout the semester)
- Exam I: 25% (18 October 2018)
- Exam II: 25% (27 November 2018)
- Article summary (presented in class and submitted as a paper): 20% (short presentations in final three class periods, paper due Wednesday, 12 December 2018 at 4pm)

Date of Deferred Final Exam (if applicable):

Not applicable.

Explanatory Notes on Assignments:

Homework/In-class-work: In class (and continuing at home if necessary), you will do a couple of different kinds of exercises concerning pronunciation. You should regard these exercises as preparation for the exams. These homework assignments will be marked on the following system: if you do the work, you get a mark of “95”; if you do the work exceptionally well, you get a mark of “100”, and if you do the work poorly or if the work is unfinished, you get a “50”. (Consistently completed homework therefore corresponds to a mid-range “A” for that portion of your grade.)

Article summary (presentation and final paper):

About halfway through the semester, you will look for and find in the library a scientific article concerning an aspect of the course material that interests you. You will present that article in class during one of the three final class periods, and you will also write up a summary and evaluation of it as a final paper. The presentations should be approximately ten minutes in length. After the presentation, each speaker should expect to entertain questions from the class or from Dr. Dailey-O’Cain, so that you can get feedback on your work and use these ideas in your final paper if it is necessary. Your final paper is due Wednesday December 12th at 4pm, and it should be delivered to Dr. Dailey-O’Cain’s office. Students who have German as a major must write it in German; others may choose between writing it in German or English. It should be approximately five pages long, but it may be a bit longer or a bit shorter.

Exams: The exams consist of short-answer questions and exercises. They should be written in German, but just as with the homework, Dr. Dailey-O’Cain will not count language errors against your grade. You may use dictionaries during the exams; these will be provided in class (please do not bring your own). Both exams will take the length of a regular class period.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan.

Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, if you cannot attend a regular class (i.e. non-exam or presentation) period, you will simply be required to *email Dr. Dailey-O’Cain anytime before the beginning of that class period* to let her know that you will be absent (or, in an emergency where you cannot get to your computer, please contact the main office at 780-492-4926 and leave a message for Dr. Dailey-O’Cain). If you do this, your absence will be marked as *excused*. You do not need to give a reason for your absence, but please remember that you can’t participate in discussions and other class activities if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark. If you do *not* let Dr. Dailey-O’Cain know ahead of time that you will be absent, your absence will be marked as *unexcused*, and you will receive an automatic zero for any in-class activities or writing assignments that day, as well as for any at-home assignments due that day. In cases of potentially excusable absences on *exam or presentation days* due to illness or domestic affliction, *notify Dr. Dailey-O’Cain by email within two days*. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3.1 and 23.3.2 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed in or completed as a result.

All students should consult the information provided by the Office of Judicial Affairs (<http://www.osja.ualberta.ca/Students.aspx>) and the Academic Integrity Undergraduate Handbook (<http://www.osja.ualberta.ca/en/Students/UndergraduateHandbook.aspx>) regarding the definitions of **plagiarism** and its consequences when detected. If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process (<http://www.osja.ualberta.ca/TheDisciplineProcess.aspx>)

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

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In cases of potentially excusable absences due to illness or domestic affliction on exam or presentation days, notify Dr. Dailey-O'Cain by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) (<http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.3.html#23.3>) and 23.5.6 (<http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html#23.5>) of the University Calendar.

Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:

If your absence is excused (i.e., if you have notified Dr. Dailey-O'Cain before the absence that you will not be there; see the previous section for details), your late assignment should be turned in at the next class period. If your absence is not excused (i.e., if you have NOT notified Dr. Dailey-O'Cain before the absence that you will not be there), your late assignments will not be accepted. If you do have an excused absence, you are still responsible for asking Dr. Dailey-O'Cain at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed. If you do have an excused absence, you are still responsible for asking Dr. Dailey-O'Cain at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed. If you do have an excused absence, you are still responsible for asking Dr. Dailey-O'Cain at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

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TÄGLICHER PLAN: UNTERRICHTSPLAN

Einführung und theoretischer Hintergrund

September

- 4. – Kurseinführung
- 6. – Phonetik (O'Brien/Fagan Kapitel 1)
- 11. – Phonologie (O'Brien/Fagan Kapitel 3), „Nützliche Vokabeln“
- 13. – Prosodie (O'Brien/Fagan Kapitel 5)
- 18. – Alternationen (O'Brien/Fagan Kapitel 6)
- 20. – Phonetik im Alltag (O'Brien/Fagan Kapitel 8)
- 25. – Phonologie im Alltag (O'Brien/Fagan Kapitel 10)

Intensives Workshop: Konsonanten

- 27. – Die Konsonanten des Englischen, phonetisches Beschreibungsschema für die Konsonanten
In der Diskussion besprechen wir an diesem Tag auch die Verschlusslaute und Affrikata.

Oktober

- 2.– Die Konsonanten des Deutschen
In der Diskussion besprechen wir an diesem Tag auch die Reibelaute.
- 4.– Ausspracheprobleme bei den Konsonanten: Phonemische Probleme
In der Diskussion besprechen wir an diesem Tag auch die Nasallaute.
- 9. – Ausspracheprobleme bei den Konsonanten: Phonetische Probleme
In der Diskussion besprechen wir an diesem Tag auch die Laterallaute.
- 11.– Ausspracheprobleme bei den Konsonanten: Allophonische Probleme
In der Diskussion besprechen wir an diesem Tag auch die Zitterlaute.
- 16. – Ausspracheprobleme bei den Konsonanten: Verteilungsprobleme
In der Diskussion besprechen wir an diesem Tag auch die Gleitlaute.
- 18. – **PRÜFUNG I**

Intensives Workshop: Vokale

- 23. – Die Vokale des Deutschen, phonetisches Beschreibungsschema für die Vokale
In der Diskussion besprechen wir an diesem Tag auch die hohen Vordervokale.
- 25. – Die Vokale des Englischen
In der Diskussion besprechen wir an diesem Tag auch die mittleren Vordervokale.
- 30. – Konfliktpunkte zwischen den deutschen und den englischen Vokalen
In der Diskussion besprechen wir an diesem Tag auch die niederen Vordervokale.

November

- 1. – Ausspracheprobleme mit “schwa” und anderen unbetonten Vokalen
In der Diskussion besprechen wir an diesem Tag auch die mittleren und die niederen Zentralvokale.
- 6. – Ausspracheprobleme mit i/u, e/u, den zwei ‘a’s, und o
In der Diskussion besprechen wir an diesem Tag auch die hohen Hintervokale.
- 8. – Ausspracheprobleme mit ü/ö und den betonten Vokalen vor /r/
In der Diskussion besprechen wir an diesem Tag auch die mittleren und niederen Hintervokale, und die Diphthonge.
- 13. – KEIN UNTERRICHT (FALL BREAK)
- 15. – KEIN UNTERRICHT (FALL BREAK)

Phonetik und Phonologie in anderen Gebieten der deutschen Linguistik

- 20. – Historische Linguistik (O'Brien/Fagan Kapitel 7)
- 22. – Varietäten (Dialekte) des Deutschen (O'Brien/Fagan Kapitel 14)
- 27. – **PRÜFUNG II**
- 29. – Artikelzusammenfassung: VORTRÄGE

Dezember

- 4. – Artikelzusammenfassung: VORTRÄGE
- 6. – Artikelzusammenfassung: VORTRÄGE