General assessment guidelines for

ENG1103 English Phonetics and Intonation, an Introduction

Reading

The set reading is all from the textbook:
Collins, B., Mees, I. M., & Carley, P. (2019). *Practical English Phonetics and Phonology: A Resource Book for Students* (Fourth ed.). Abingdon: Routledge.
The required sections are A1–A8; B1–B4 + pp. 176 & 177 from B6; C1–C6; D1 and D4.

The syllabus content is the content of the textbook sections listed above plus the content of the lectures.

Topics covered include:

- phonemes and minimal pairs
- the consonant and vowel phonemes of GB and GA as set out in *Practical English Phonetics and Phonology*
- voicing and voice settings
- allophonic variation (of the kinds detailed in *Practical English Phonetics and Phonology*)
- description of articulation
- comparison between GB and GA
- comparison between English (GA and GB) and (SE) Norwegian
- sonority and phonotactics
- word and sentence stress
- weak and strong forms (and suffix rules)
- assimilation, elision and other processes
- the nuclei and heads of the English intonation system
- how intonation affects meaning, including effects of pitch accent placement
- the major differences between different accents of English beyond GB and GA
- the different type of variation: systemic, distributional, lexical and realisational

Learning outcomes and examination

The exam tests the following learning outcomes as specified in the course description:

After completing this course you will:

- possess knowledge and awareness of English phonetics,
- know how to apply technical terms to describe and analyse English pronunciation,
- be able to read and produce phonemic transcriptions of General British and General American
- be familiar with basic English intonation patterns and how they carry meaning,
- know about different accents of English and the main ways in which they differ

The grade depends only on the final exam which is a 4-hour written exam, taken at the exam schools, without access to the textbooks and other reference materials.

The exam consists of a series of questions which may require the students to define, explain and exemplify key concepts, to analyse simple data and to suggest intonation patterns.

Grade descriptors

Grades are awarded according to the national qualitative descriptions of letter grades (https://www.uio.no/english/studies/examinations/grading-system/index.html):

Symbol	Description	General, qualitative description of evaluation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.