

## General assessment guidelines for ENG1103 English Phonetics and Intonation

Updated 13th May 2020. Written exam.

Textbooks:

Bird, B. 2017. *Sounds Interesting!* Oslo: Reprosentralen.

Bird, B. 1997. *A Course in English Intonation*. Oslo: Universitetsforlaget.

Bird, B. 2010. *Sounds Different!* (Made available as a pdf file in Canvas)

The written exam tests the following learning outcomes as specified in the course description, at <https://www.uio.no/studier/emner/hf/ilos/ENG1103/>:

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, so that you can read and produce phonemic transcriptions and intonation transcriptions,
- be familiar with basic English intonation patterns and how they carry meaning.

N.B. because of the enforced change from oral to written examination after the course description was finalized, we cannot test the final learning outcome this term, namely:

- have a pronunciation which is less affected by Norwegian or other non-English articulation and intonation, through insight combined with practice.

### Assessment guidelines:

The exam is divided into two parts, each with subparts.

In **part 1**, there are questions which test the students' ability to explain key concepts of English phonetics and phonology and to use them in analysis of data. Candidates should be able to provide examples for illustration and to analyse examples that are provided to them.

Topics that may be tested include:

- knowledge of basic terms (including 'phoneme', 'allophone', 'vowel', 'consonant')
- the concept of distinctive features and classification of phonemes according to distinctive feature theory
- knowledge of weak forms and the principles governing their use
- differences between RP and GA
- differences between English and Norwegian
- rhoticity
- assimilation
- elision
- allophonic variation

**Part 2**, there are questions which test the candidates' knowledge of the intonation system of English as well as their ability to apply this knowledge to concrete examples. In one type of

question, intonation marks for a speaker's utterance are included and the student is asked to analyse the utterance. Candidates must be able to identify the tune (intonation patterns), the communicative function and the attitudinal meaning. To obtain an A or a B, students must also be able to link intonation to grammatical structures, where relevant, and to discuss accent placement.

In another type of question, the candidate is given a utterance without intonation marks, and has to suggest a tune on the basis of the information given, and may be asked to explain and justify their choices.

The quality of the candidates' own written academic English may also affect the grade given. Their answers should be clear and accurate.

Candidates are not expected to structure their answers like essays, nor do they need to provide a bibliography, since they need not refer to sources beyond the course materials. But any ideas taken from outside of the course materials and all quotations must comply with the rules for correct use of sources and citations.

Grades are awarded according to the national qualitative descriptions of letter grades:

<b>Symbol</b>	<b>Description</b>	<b>General, qualitative description of evaluation criteria</b>
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.