

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2020-2021

Course Title: LING2003 Phonetics I

Description:

This course introduces the study of sounds as an essential part of human language: how they are produced, and how they are perceived. Students will gain a good understanding of articulatory mechanisms for speech sounds, become familiar with the International Phonetic Alphabet (IPA), and acquire techniques of elicitation and transcription of speech sounds with special focus on English, Putonghua, and Cantonese.

This course assumes no prior knowledge in phonetics. It starts with the basic phonetic concepts, leading gradually to the physical nature of speech sounds and fundamental issues in phonetics research. The course objective is to help students understand the complex nature of speech communication and appreciate the interaction between different aspects of speech production and perception. This course also serves as the prerequisite to LING2004 Phonology I and LING3102 Phonetics II.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
<ul style="list-style-type: none"> - Speech production mechanism - Consonants - Vowels - Suprasegmentals - Basic phonological concepts - Speech production - Speech perception - Transcriptions 	<ul style="list-style-type: none"> - Different steps in the speech chain - Place and manner of articulation, voicing and VOT, airstream mechanisms - The vowel quadrilateral and its acoustic correlates - Tones, stress, intonation, speech rhythm - Phonemes, allophones, features - Connected speech processes, coarticulation - Categorical perception, the McGurk effect - Production and transcription of IPA symbols, and the Jyutping system for Cantonese

Learning outcomes:

1. Students can distinguish speech sounds using phonetic conventions.
2. Students will be able to explain the articulatory and acoustic nature of speech sounds, and be introduced to a speech analysis software (Praat).
3. Students will be able to understand basic issues in speech production and perception research, and the complex nature of everyday speech communication.
4. Students will be able to produce and transcribe the sounds of the IPA symbols.
5. Students will have acquired the background knowledge for LING2004 Phonology I and LING3102 Phonetics II.

Learning activities

Lectures (2 hrs per week)
 Tutorial (1 hr per week)
 Assignments, reading and revision (2 hrs per week)
 IPA Practice (1 hr per week)

Assessment scheme (face-to-face teaching)

Task nature	Description	Weight
Assignments (online)	Short weekly assignments, marked by TA	30%
Mid term quiz (face-to-face)	One oral (IPA symbols) and one written (course contents)	oral 5% written 25%
Final quiz (face-to-face)	One oral (IPA symbols) and one written (course contents)	oral 5% written 35%
		Total: 100%

Assessment scheme (back up plan if no face-to-face teaching)

Task nature	Description	Weight
Assignments (online)	Short weekly assignments, marked by TA	30%
Mid term quiz (online)	One oral (IPA symbols) and one written (course contents)	oral 5% written 25%
Final quiz (online)	One oral (IPA symbols) and one written (course contents)	oral 5% written 35%
		Total: 100%

Grade descriptors

Grade	Overall Course
A A-	Outstanding performance on all learning outcomes. A thorough grasp of the subject as demonstrated by consistently high marks of the assignments, quizzes and transcriptions. Ample evidence of familiarity with relevant reading. Students can apply the knowledge in analyzing new speech data accurately.
B+ B B-	High performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall good performance. A generally good grasp of the subject as demonstrated by good marks of the assignments, quizzes and transcriptions. Some evidence of familiarity with relevant reading. Students can generally apply the knowledge in analyzing new speech data.
C+ C C-	Satisfactory performance on some learning outcomes, possibly with a few weaknesses. A basic grasp of the subject as demonstrated by average marks of the assignments, quizzes and transcriptions.
D	Barely satisfactory performance on a number of learning outcomes. Insufficient grasp of the subject as demonstrated by poor marks of the assignments, quizzes and transcriptions.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Course schedule*

Week	Date	Lecture topics	Tutorial practice
1	07/09	Introduction	
2	14/09	Speech Production Mechanism	Vocal exercises
3	21/09	Consonants I	Stops
4	28/09	Consonants II	Nasals and Fricatives
5	05/10	Vowels and Diphthongs I	Ejectives, Implosives, Clicks
6	12/10	Vowels and Diphthongs II	Laterals, Approximants
7	19/10	Quiz I (written)	Primary Cardinal Vowels
8	26/10	Chung Yeung Festival (no class)	
9	02/11	Suprasegmentals I	Quiz I (oral)
10	09/11	Suprasegmentals II	Fricatives, Trills, Affricates
11	16/11	Transcriptions, Phonological concepts	Secondary Cardinal Vowels
12	23/11	Introduction to Speech Production and Perception	Revision
13	30/11	Final revision	Quiz II (oral)
14	07/12	Quiz II (written and Jyutping transcription)	

*Tutorial practice is subject to change

Both lectures and tutorials will be conducted online if situations do not allow face-to-face teaching

Learning resources for students

Ladefoged, P. and Johnson, Keith (2015). *A Course in Phonetics* (7th edition). Wadsworth, Cengage Learning. (Textbook)

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge: Cambridge University Press.

Clark, J., Yallop, C. and Fletcher, J. (2007) *An Introduction to Phonetics and Phonology* (3rd edition). Oxford: Blackwell Publishers.

Denes, P.B. and Pinson, E.N. (1993) *The Speech Chain* (2nd edition). New York: W.H. Freeman and Company.

Knight, R.A. (2012) *Phonetics: a course book*. Cambridge: Cambridge University Press.

Ladefoged, P. and Disner, S.F. (2012) *Vowels and Consonants* (3rd edition). Malden: Wiley-Blackwell.

The International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.

Trask, R.L. (1996). *A Dictionary of Phonetics and Phonology*. London: Routledge.

《粵語拼音字表》第二版，香港語言學學會，2002。

An online dictionary of phonetics terminology: <http://blogjam.name/sid/>

<https://software.sil.org/ipahelp2-1/> (IPA Help)

<http://www.yorku.ca/earmstro/ipa/index.html> (clickable IPA chart, flash)

<http://www.ipachart.com/> (clickable IPA chart)

<http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/> (clickable IPA chart)

<https://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm> (clickable IPA chart)

<https://www.internationalphoneticassociation.org/> (IPA website)

<http://www.phon.ucl.ac.uk/resource/tutorials.html> (UCL phonetic tutorials)

<http://ipa.typeit.org/full/> (online IPA keyboard)

<http://westonruter.github.io/ipa-chart/keyboard/> (online IPA keyboard)

CUHK Blackboard (LING2003)

Feedback for evaluation

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course, in addition to the final course evaluation. Students can contact either the lecturer or tutor directly. See contact details below.

Teachers' or TA's contact details

Professor:	
Name:	Prof. Peggy Mok
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Teaching Venue:	
Other information:	Office Hour: Monday 10:30 – 11:30 am, or by appointment

Teaching Assistant:	
Name:	
Office Location:	
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Teaching Assistant:	
Name:	Mr Zhang Weijun
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Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.