<div align="center">
The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2022-2023
</div>

Course Title	LING5101B Foundations in Linguistics I: Phonetics and Phonology

Description

This course introduces students to a unified approach to language as a complex structure represented in the minds of its speakers. Empirical linguistic data will be drawn across languages to enable students to understand the intimate relation between language and the human mind. On the basis of this understanding, students are led to explore the core areas of linguistics. The exploration starts with natural language sound systems and phonological components of grammar. These will be explained with basic concepts and recent theoretical advances in linguistic studies alongside new findings in language acquisition. Students will learn to apply these concepts and ideas to tackle linguistic problems.

Phonetics is the systematic study of how human speech sounds are produced in the vocal tract, transmitted through the air, and perceived by the human ear and brain. While phonetics can be studied in various ways, this course will mainly adopt an impressionistic approach.

Phonology is the study of sound patterns in language. While closely related to phonetics, phonology has a different focus: it is concerned with the function, behavior and organization of speech sounds as linguistic units, rather than the production, perception and classification of speech sounds as physical entities.

This course is designed to introduce students to the basic concepts in phonetics and phonology, and to develop their understanding of the importance of phonetics and phonology in language studies and language-related sciences. Students will learn how to recognize, produce, transcribe, classify speech sounds, and analyze sound patterns.

Content, highlighting fundamental concepts	
Topic	**Contents/fundamental concepts**
Physiology of speech	The vocal tract and articulatory organs, the ear, the brain
Speech initiation	Pulmonic, glottalic, velaric mechanisms
Speech phonation	Glottal settings and phonation types
Speech articulation	Places and manners of articulation, double and secondary articulations
IPA	The organizing principles of the IPA, broad and narrow transcription
Distribution	Complementary / parallel / defective distribution, free variation
Phonological units	Segmental & suprasegmental units, distinctive feature, phoneme, allophone
Phoneme sequences	Consonant clusters, vowel hiatus, phonotactics
Syllable structure	Onset, rhyme, nucleus, coda, sonority
Phonological processes	Palatalization, velar softening, spirantization, syncope, apocope, etc.
Phonological representation	Surface representation, underlying representation, rules, rule ordering
Phonological acquisition	Fronting, glottaling, stopping, coalescence, etc.

Learning outcomes
By the end of the term, students should be able to:

By the end of the term, students should be able to:
1. Classify speech sounds according to articulatory criteria;
2. Use phonetic transcription to learn the pronunciation of new words;
3. Recognize and analyze the phonological structure of the word;
4. Apply phonological concepts to data analysis.

Learning activities
1. Classification of speech sounds 2. Perception 3. Transcription 4. Pronunciation 5. Data analysis

Grade descriptor	
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	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	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.

Learning resources

References

Cruttenden, Alan (2014). *Gimson's pronunciation of English*. New York: Routledge.

Davenport, Michael, & Hannahs, S. J. (2010). *Introducing phonetics & phonology*. London: Routledge.

Lin, Y.-H. (2007). *The sounds of Chinese*. Cambridge, UK ; New York: Cambridge University Press.

Roach, P. (2009). *English phonetics and phonology: A practical course* (4th ed.). Cambridge: Cambridge University Press.

Readings

Abercrombie, D. (1982). *Elements of general phonetics*. Edinburgh: University Press.

Ashby, P. (1995). *Speech sounds*. London: Routledge.

Brown, A. (1991). Teaching English pronunciation: a book of readings. London; New York: Routledge.

Brown, A. (1991). *Pronunciation models*. Singapore: Singapore University Press.

Brown, A. (1992). *Approaches to pronunciation teaching*. Uk: Modern English Publications in association with the British Council.

Carney, Edward. (1994). *A Survey of English Spelling*. London: Routledge.

Catford, J. C. (2001). *A practical introduction to phonetics*. Oxford: Clarendon Press.

Celce-Murcia, M., Brinton, D., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide*. Cambridge; New York: Cambridge University Press.

Clark, J., & Yallop, C. (2000). *An introduction to phonetics and phonology*. Beijing: Foreign Language and Research Press.

Dickerson, W. B. (1994). Empowering students with predictive skills. In J. Morley (Ed.), *Pronunciation pedagogy and theory: new views, new directions* (pp. 17-35). Alexandria, Va.: Teachers of English to Speakers of Other Languages.

Duanmu, San (2007). *The phonology of standard Chinese* (2nd ed.). Oxford; New York: Oxford University Press.

Goodwin, G., Brinton, D., & Celce-Murcia, M. (1994). Pronunciation assessment in the ESL/EFL curriculum. In J. Morley (Ed.), *Pronunciation pedagogy and theory: new views, new directions* (pp. 3-16). Alexandria, Va.: Teachers of English to Speakers of Other Languages.

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

Hawkins, P. (1992). *Introducing Phonology.* London: Routledge.

Ladefoged, P. (2006). *A course in Phonetics.* Harcourt Brace Jovanovich College Publishers.

Software

Praat (for acoustic analysis)   www.praat.org

Phonetic fonts

    IPA extensions   Windows

    CharisSIL   www.praat.org

    DoulosSIL   www.praat.org

Phonetic keyboard   http://weston.ruter.net/projects/ipa-chart/view/keyboard/
IPA help (learning software)   www.sil.org

Online dictionaries
etymology: http://www.etymonline.com/
Oxford Advanced Learner's   http://oxfordlearnersdictionaries.com/

Links   http://www2.gsu.edu/~eslsal/phdlinkcont.html

Assessment		
Task nature	**Description**	**Weight**
Weekly assignments	Group assessments (No more than 3 students in each group)	30%
Midterm tests Sept 30 Oct 21 Nov 11	Individual assessments (1 hour each)	30%
Final exam Dec 2	Individual assessment (3 hours)	40%

Course schedule

Week	Date	Topics and Readings
1	September 9	Introduction; phonetics and phonology; branches of phonetics; word, morpheme, syllable, stress, segment; IPA symbols; consonants and vowels; transcription and spelling. Reading: Chapters 1, 2 & 5, Davenport and Hannahs (2010)
2	September 16	Segmental units I: places of articulation, voicing, IPA consonant chart, airstream mechanisms, phonation types, Reading: Chapters 3 & 5, Davenport and Hannahs (2010)
3	September 23	Segmental units II: manners of articulation; IPA consonant chart Reading: Chapter 3 & 5, Davenport and Hannahs (2010)
4	September 30	**Midterm test 1 (coverage: Units 1 and 2)** Segmental units III: vowels; height, advancement, rounding, cardinal vowels; IPA vowel chart Reading: Chapter 4 & 5, Davenport and Hannahs (2010)
5	October 7	Suprasegmental units I: syllable, stress, rhythm, weak forms, phonotactics Reading: Chapter 6, Davenport and Hannahs (2010)
6	October 14	Suprasegmental units I: tone, intonation Reading: Chapter 6, Davenport and Hannahs (2010)
7	October 21	**Midterm test 2 (coverage: Units 3, 4, and 5)** Distinctive features Reading: Chapter 7, Davenport and Hannahs (2010)
8	October 28	Phonemic analysis, phoneme, allophone, levels, functional load Reading: Chapter 8, Davenport and Hannahs (2010)
9	November 4	Phonological processes, alternations, rules, neutralization Reading: Chapter 9, Davenport and Hannahs (2010)
10	November 11	**Midterm test 3 (coverage: Units 7, 8 and 9)** Phonological structure, feature geometry, underspecification, autosegments Reading: Chapter 10, Davenport and Hannahs (2010)
11	November 18	Phonological acquisition, contrastive analysis, error analysis, interlanguage Reading: Chapter 10,
12	November 25	Derivational analysis, abstractness, rule ordering Reading: Chapter 11, Davenport and Hannahs (2010)
14	December 2	**Final examination**

Contact information	
Instructor	
Name:	FU, Baoning
Email:	baoning@cuhk.edu.hk
Teaching Venue and Time:	Lady Shaw Building_LT8, Monday 6:30 pm – 9:15 pm
Teaching Assistants	
Name:	SHU Tong
Email:	tongshu@link.cuhk.edu.hk

Details of course website

A Blackboard account has been set up for students to access information of the course. LING5101A on Blackboard eLearning System: https://blackboard.cuhk.edu.hk/

Academic honesty and plagiarism

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.