



# LING217

## Phonetics and Phonology

S1 Day 2015

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Other Staff

Felicity Cox

[felicity.cox@mq.edu.au](mailto:felicity.cox@mq.edu.au)

Contact via [felicity.cox@mq.edu.au](mailto:felicity.cox@mq.edu.au)

Unit Convenor

Felicity Cox

[felicity.cox@mq.edu.au](mailto:felicity.cox@mq.edu.au)

Contact via [felicity.cox@mq.edu.au](mailto:felicity.cox@mq.edu.au)

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

3

Prerequisites

LING110(P) or LING111 or admission to GDipSphComm

Corequisites

Co-badged status

Unit description

This unit forms the essential background to all aspects of speech and hearing science, and to all of the speech and hearing-based research projects in the Centre for Language Sciences (CLaS). This unit focuses on key areas in phonetics and phonology, and aims to provide training in phonetic and phonological principles, enabling students to carry out phonemic and phonetic transcriptions of spoken English. It also provides students with basic ear training of the International Phonetic Alphabet and the sounds of the world's languages. The unit is divided into two parallel streams. One stream is skill-based with the aim of developing competence in transcription. The second stream is theory-based encompassing fundamental concepts relating to the articulation of vowels and consonants as well as complex articulations, airstream mechanisms and laryngeal features, and their use in languages. Students are also introduced to the important concepts of phonology through an examination of phonemes and allophones, syllables, word stress and some important aspects of prosody.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks
- demonstrate an understanding of speech articulation
- classify speech sounds through a thorough understanding of the major characteristics of vowels and consonants
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- show some of the ways that languages and dialects differ in both their phoneme inventories and the pronunciation of their phonemes
- demonstrate an understanding of the concept of coarticulation
- illustrate the close relationships between phonetics/phonology and social factors pronunciation
- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages
- demonstrate a basic understanding of the phonology of intonation
- engage in a research rich environment

## General Assessment Information

It is a requirement of this unit that students complete all assessment tasks. Failure to complete all assessment tasks will result in failure in the whole unit even if the marks on the completed tasks total more than 50%.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Phonemic Transcription</a>	25%	Weeks 4-6
<a href="#">IPA Test</a>	10%	Week 8
<a href="#">Phonetic Transcription</a>	25%	Week 11-13
<a href="#">Exam</a>	35%	Exam Period
<a href="#">Research Participation</a>	5%	By beginning of exam period

## Phonemic Transcription

Due: **Weeks 4-6**

Weighting: **25%**

Phonemic transcription tasks involving analysis of single words, short phrases and passages using both the Harrington Cox and Evans revised transcription system and the Mitchell and Delbridge transcription system.

On successful completion you will be able to:

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages

## IPA Test

Due: **Week 8**

Weighting: **10%**

Online test assessing recognition and representation of sounds of the world's languages

On successful completion you will be able to:

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks
- demonstrate an understanding of speech articulation
- classify speech sounds through a thorough understanding of the major characteristics of vowels and consonants

## Phonetic Transcription

Due: **Week 11-13**

Weighting: **25%**

Phonetic/allophonic transcription task involving analysis of single words, short phrases and a passage using the principles of the IPA applied to the examination of Australian English. This task may be divided into two separate submissions.

On successful completion you will be able to:

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks

- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- demonstrate an understanding of the concept of coarticulation
- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages

## Exam

Due: **Exam Period**

Weighting: **35%**

2 hour exam covering all major topics with the exception of transcription. The exam is in short answer format.

On successful completion you will be able to:

- successfully use the International Phonetic Alphabet
- demonstrate an understanding of speech articulation
- classify speech sounds through a thorough understanding of the major characteristics of vowels and consonants
- show some of the ways that languages and dialects differ in both their phoneme inventories and the pronunciation of their phonemes
- demonstrate an understanding of the concept of coarticulation
- illustrate the close relationships between phonetics/phonology and social factors pronunciation
- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages
- demonstrate a basic understanding of the phonology of intonation

## Research Participation

Due: **By beginning of exam period**

Weighting: **5%**

Research Participation is an optional component which involves a choice between either participating as a research subject for 5% of the total unit credit, or by obtaining that 5% by some alternative assessment arrangement. If you choose not to participate or do the alternative task you marks will be adjusted from a mark out of 95 to a mark out of 100.

On successful completion you will be able to:

- engage in a research rich environment

## Delivery and Resources

The learning and teaching strategies used in this Unit are structured around a textbook, an extensive set of interactive text, image and audio based online materials as well as lectures (including ECHO360 and associated Powerpoint presentations) and tutorial participation.

Text: Cox, F. (2012) *Australian English: Pronunciation and Transcription*, Cambridge University Press, Melbourne.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Assessment task

- Phonemic Transcription

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks

## Assessment tasks

- Phonemic Transcription
- Phonetic Transcription
- Exam

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Assessment task

- Research Participation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- successfully use the International Phonetic Alphabet
- perform simple phonemic and phonetic transcription tasks
- demonstrate an understanding of speech articulation
- classify speech sounds through a thorough understanding of the major characteristics of vowels and consonants
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- show some of the ways that languages and dialects differ in both their phoneme inventories and the pronunciation of their phonemes
- demonstrate an understanding of the concept of coarticulation
- illustrate the close relationships between phonetics/phonology and social factors pronunciation



- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages
- demonstrate a basic understanding of the phonology of intonation

## **Assessment tasks**

- Phonemic Transcription
- IPA Test
- Phonetic Transcription
- Exam

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- perform simple phonemic and phonetic transcription tasks
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- demonstrate an understanding of the concept of coarticulation
- illustrate the close relationships between phonetics/phonology and social factors pronunciation
- explain the structure of syllables and how phonotactic constraints result in different sets of legal syllables for different languages
- demonstrate a basic understanding of the phonology of intonation

## **Assessment tasks**

- Phonemic Transcription
- IPA Test
- Phonetic Transcription
- Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- perform simple phonemic and phonetic transcription tasks
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis
- demonstrate an understanding of the concept of coarticulation

## **Assessment tasks**

- Phonemic Transcription
- Phonetic Transcription
- Exam

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Assessment task**

- Exam

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Assessment task**

- Research Participation