LING217

Introductory Phonetics and Phonology

S1 Day 2019

Dept of Linguistics

Contents

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General Information

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Credit points
3

Prerequisites
LING110 or LING111

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. It aims to develop fundamental concepts relating to the articulation of the sounds of the world's languages including vowels and consonants, 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 intonation, and the relationship between phonetics/phonology and identity. Concept development is complemented and enhanced by skill-based training in phonemic and phonetic transcriptions of spoken English and basic ear training of the International Phonetic Alphabet.

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 broad (phonemic) and narrow (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

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 environmemt

General Assessment Information

Lateness

- Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and you are two days late your mark for the task is reduced by 6 marks.)

- Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task.

- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.

- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.

- For more information on Special Consideration, see the university website https://students.mq.edu.au/study/my-study-program/special-consideration\

- If you fail the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.

Submission of all assessment tasks is a requirement

It is a requirement of this unit that students make a serious attempt to complete all assessment tasks. Failure to make a serious attempt to complete all assessment tasks may result in failure in the whole unit even if the total marks for completed tasks add up to more than 50%. Failure results from the learning outcomes of the unit not being met.

Assessment Tasks

Name	Weighting	Hurdle	Due
Broad Transcription	20%	No	Week 5
IPA Test	10%	No	Week 7
Narrow Transcription	20%	No	Week 10
Online Phonemic Analysis Quiz	15%	No	Week 12
Exam	30%	No	Exam Period

Name	Weighting	Hurdle	Due
Research Participation	5%	No	By beginning of exam period

Broad Transcription

Due: **Week 5**
Weighting: **20%**

The broad transcription tasks involves analysis of single words, short phrases and passages using the International Phonetic Alphabet (IPA) symbols specifically selected for the broad phonetic transcription of Australian English.

On successful completion you will be able to:
- successfully use the International Phonetic Alphabet
- perform broad (phonemic) and narrow (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 7**
Weighting: **10%**

This is an online quiz which assesses the 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 broad (phonemic) and narrow (phonetic) transcription tasks
- demonstrate an understanding of speech articulation
- classify speech sounds through a thorough understanding of the major characteristics of vowels and consonants

Narrow Transcription

Due: **Week 10**
Weighting: **20%**

The narrow phonetic/allophonic transcription task involves analysis of single words, short phrases and a passage using the principles of the IPA.

On successful completion you will be able to:
- successfully use the International Phonetic Alphabet
- perform broad (phonemic) and narrow (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

Online Phonemic Analysis Quiz

Due: **Week 12**
Weighting: **15%**

This online Quiz involves phonemic analysis of language data to determine the phonemes and allophones in a set of corpora using standard procedures employed in phonology.

On successful completion you will be able to:
- successfully use the International Phonetic Alphabet
- show an understanding of the distinction between phonemes and allophones through problems in phonemic analysis

Exam

Due: **Exam Period**
Weighting: **30%**

The final 2 hour exam covers all major topics. 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
- 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 involves participating as a research subject for 5% of the total unit credit. Research tasks that you can participate in are run by various members of the Linguistics, Psychology and Cognitive Science Departments including staff and research students. Research participation typically involves one hour of your time.

On successful completion you will be able to:

- engage in a research rich environmemt

Delivery and Resources

Materials

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. & Fletcher, J. (2017) *Australian English: Pronunciation and Transcription*, 2nd edition, Cambridge University Press, Melbourne.

Attendance

Tutorials commence in Week 1. Each student will attend one tutorial per week. Attendance at tutorials is expected and rolls will be taken. Learning the skill of phonetic transcription and the concepts necessary to gain a solid understanding of phonetics and phonology takes dedication, practice, and engagement. We are here to support your learning and we can only do this successfully through face to face contact with you to guide you through the materials. You must be prepared to attend and actively engage in the learning process with your teachers and peers.

Attendance at lectures is also very important in this unit as it can be extremely difficult to grasp the complexities of speech sound production through audio (ECHO recordings). You will do yourself a disservice if you don't attend lectures. We make lectures highly engaging and interactive which you can't experience if you are not present.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy

- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Broad 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 broad (phonemic) and narrow (phonetic) transcription tasks

Assessment tasks

- Broad Transcription
- Narrow 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:

Learning outcome

- engage in a research rich environmemt

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 broad (phonemic) and narrow (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
- 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

- Broad Transcription
- IPA Test
- Narrow Transcription
- Online Phonemic Analysis Quiz
- 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 broad (phonemic) and narrow (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
- 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

- Broad Transcription
- IPA Test
- Narrow Transcription
- Online Phonemic Analysis Quiz
- 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 broad (phonemic) and narrow (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

- Broad Transcription
- Narrow Transcription
- Online Phonemic Analysis Quiz
- 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

Changes since First Published

Date	Description
21/02/2019	A change was made to the due date for the Narrow Transcription assignment - changed from week 9 to week 10.