Linguistics Modules - Module Information Sheet 2018/19

1. General information

Module Code	PLIN0021	**Title**	Phonetic Theory		**Credits**	15
Module Tutor	Yi Yu			**Contact**	Yi.xu@ucl.ac.uk	
Other tutor(s)						

Module available at the following levels							
Level 4 UG		Level 5 UG		Level 6 UG	X	Level 7 UG	
						Level 7 PG	X

Module description

This course will present a critical examination of a number of theoretical issues in phonetics research, with focus on exploring how human speech can effectively transmit multiple layers of communicative meanings through an articulation process. It will cover issues relating to tone and intonation, coarticulation, distinctive features, timing and coordination, speech acquisition and social and emotional interactions, and demonstrate how they are mechanistically interrelated based on an articulatory-functional view of speech. An emphasis will be put on the latest findings about speech prosody, and how they are related to the segmental aspect of speech. Also will be discussed is research methodology in terms of its importance for the theoretical development in phonetic science.

Prerequisites	A basic knowledge of phonology
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0021

Week by week summary

1. Introduction: Role of phonetic theory in linguistic science
2. Basic dynamic encoding mechanism - Lessons from tonal production
3. Speech Prosody — An articulatory-functional perspective
4. Timing and duration
5. Post-focus compression (PFC) and language evolution
6. Coarticulation: Fact and fantasy
7. Coarticulation (continued)
8. Distinctive feature and phonological/phonetic representation
9. Distinctive feature and phonological/phonetic representation (continued)
10. Vocal expressions of emotions in speech

Information for students on other programmes and Affiliate/intercollegiate students:

If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements

1 1hr lecture and 1.5hr backup each week. The size of the backup has so far been the whole class. The purpose of backups is to consolidate knowledge covered in the lecture, with some additional contents.

Communication

Preferably email. Response time is usually within 48 hours.

Workload

Lectures: 10
Private reading: 60
Seminars/ problem classes / tutorials: 15
Required written work and assessment: 60
Revision: 48

Core texts	

Libraries and other resources

Additional information
Late work and extenuating circumstances
Any requests for extensions to deadlines, or for extenuating circumstances to be taken into consideration by examiners, should be made by completing the relevant form. Instructions are available on the Moodle page for this module, under the Assessment tab. No extensions or special consideration can be given outside of this process, and there is a grading penalty for late submission of coursework. Again, information about this policy can be found on the course Moodle page, under the 'Assessment' tab.
Recording
Lectures and other classes for this module are not recorded via the UCL Lecturecast system, but you are welcome to make your own audio recording for your own use. This should not be shared with others.

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	25% (1000 words)	Assignment
(Add more if needed)	25% (1000 words)	Assignment
(Add more if needed)	50% (2000 words)	Essay
Other assessment information	Coursework submission is via Moodle	

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	25% (1000 words)	Assignment
(Add more if needed)	25% (1000 words)	Assignment
(Add more if needed)	50% (2000 words)	Essay
Other assessment information	Coursework submission is via Moodle	

4. Types of feedback

Types of feedback students on this module can expect to receive	This type of feedback is provided (X)
Generic tutor feedback	
Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task)	
Electronic feedback to the whole group (eg see oral feedback above)	
Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	
Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class)	X
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group)	X
Other generic tutor feedback (please give details)	
Automated feedback	
Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught.	

Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated)	
Other automated feedback (please give details)	
Specific, targeted tutor feedback	
Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes)	X
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	
Electronic responses to queries from individual students are provided (as above)	X
Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
On-script comments in the body of individual summative coursework	
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	X
Feedback using a standard feedback form (eg essay feedback form or lab marking forms)	
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project	X
Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle)	X
Other specific, targeted tutor feedback (please give details)	
Feedback from people other than module staff	
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding)	
Self-feedback (eg students evaluating their own coursework, worksheet answers, etc)	
Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc)	
Other feedback from those not teaching module (please give details)	
Feedback related to examinations	
A mock examination is given to help students prepare for the final exam	
Marks for the previous year provided online, with a breakdown of marks for individual questions	
Samples of real student work, such as coursework, exam essays, and projects from previous students on the module.	
Other exam-related feedback (please give details)	

5. Specific transferable skills (categorised into skill areas)

Transferable students on this module can expect to develop	
Academic	
Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes	X
Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	
Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically	X
Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
Self-management	
Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	

Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	X
Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	
Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	
Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
Communication	
Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	X
Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	X
Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes	
Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions	
Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages	
Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	
Working with others	
Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	
Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground	
Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	
Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	
Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others	
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
Other transferable skills developed in this module	