PLIN Modules – Module Information Sheet (2023/24)

1. General Information

- **Module Code:** PLIN0061

- **Title:** Introduction to Phonetics

- **Credits:** 15

- **Module Tutor:** Jamie White; **Contact:** j.c.white@ucl.ac.uk

- **Module Available at the following levels:**

    o **Level 4 UG**

- **Module Description:**

This is an introductory course in phonetics, including lab work, transcription and aural/oral practice. This module introduces basic phonetic concepts and focuses on developing critical skills, with the aim of providing a foundation for further study in phonetics, phonology, and related fields.

Module objectives

- To understand how all of the sounds of the world's languages are produced.

- To be able to transcribe speech sounds using the International Phonetic Alphabet (IPA).

- To understand basic acoustic and aerodynamic properties of speech, and some tools used to study these properties.

- To apply this knowledge in understanding how speech sounds are used in the inventories of the world's languages.

- **Prerequisites:** None

- **Timetable:** https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0061

- **Summary:**

Week 1:   Introduction, Vocal tract anatomy, Places of articulation (Rogers, ch. 1)

Week 2:   English consonants and vowels (Rogers, ch. 2)

Week 3:   Phonemes and allophones, Levels of transcription (Rogers, ch. 3–4)

Week 4:   Non-English consonants I (Rogers, ch. 10–11)

Week 5:   Non-English consonants II, Non-English vowels (Rogers, ch. 9)

Reading week: 6 Nov. – 10 Nov. (No class)

Week 6: Intro to laboratory phonetics, Waveforms and VOT (Rogers, ch. 7, 12: 243–245)

Week 7: Spectrograms (Rogers, ch. 8)

Week 8: Phonation, Voice quality, Tone, Intonation, Length contrasts (Rogers, ch. 12, 14)

Week 9: Airstream mechanisms (Rogers, ch. 13)

Week 10: Phoneme inventories and Typology

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 pals.lingteachingoffice@ucl.ac.uk.

2. Teaching

- **Teaching methods and tutorial/lab arrangements:**

This is a "**flipped" classroom module**. This means that the lectures (i.e. introduction of new material and concepts) will be recorded as videos and posted to Moodle, and class time will instead be focused on reviewing and practicing the concepts introduced in the videos. Research has shown that this style of class tends to result in better learning outcomes and more enjoyment on the part of students because more of the class time can be used in ways that encourage active learning (e.g. Wilson, 2013[1]).

Lecture videos will be posted to Moodle at least one week prior to the corresponding classroom sessions. In order to be successful in this module, it is **essential** that students watch the videos **BEFORE** classes each week. Class time will be focused on answering questions arising from the videos and practicing the concepts introduced in them; however, the discussion will assume that students have already watched the videos and we will not re-introduce the week's material. Students who have not watched the videos will find it very difficult to make effective use of the live workshops and tutorial sessions.

Please note that students are allocated randomly to a tutorial group and should only attend the tutorial assigned to them.

- **Communication:**

Office hours: Wednesdays 14:00 - 16:00

You can meet with Jamie during his office hours (in person or on Zoom) to ask questions or discuss module content in more detail. Students can book a 15-minute slot during these times using the link on Moodle. If you cannot make these times, you can set up an appointment by email.

In terms of written communication, for non-private matters (e.g. questions or clarifications about module content), we will insist that you use the Discussion Forum on the Moodle page so that other students who

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[1] Wilson, S. G. (2013). The flipped class: a method to address the challenges of an undergraduate statistics course. *Teaching of Psychology*.

may have the same question can benefit. You can choose to post on the Discussion Forum anonymously. For private matters, please feel free to email (see contact information above). Correspondence will usually be answered within 24 hours during the working week, though we may take up to three working days if we are busy.

- **Workload:**

  Students should expect to spend 10 hours per week on this module.

- **Core Texts:**

  Rogers, Henry (2000). The Sounds of Language: An Introduction to Phonetics. (Republished in 2014; either version is fine.)

  You can access an electronic version of the textbook for free through the UCL library (see link on the right sidebar on the Moodle page). There are also physical copies in the library.

- **Libraries and other resources:** n/a

- **Additional Information:**

Assessment
Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates.

Weekly quizzes (60% of overall mark in total):
- 9 quizzes in total, with the highest 7 counting towards the mark (i.e. the lowest 2 quizzes are "dropped" for all students).
- Held each week (except the first week) during the first 15 minutes of Thursday's main class session (i.e. Thursdays at 2 pm).
- Note that there will be no make-up quizzes for any reason; please ensure that you are on time for class each week. We are automatically dropping two quizzes in order to cover cases where students must miss a quiz due to illness or other extenuating circumstances. If you miss a quiz, it will count as one of your dropped quizzes.

Written assignment (40% of overall mark):
- Parts of the assignment will be made available throughout the term (in case you want to work on them early), but all parts should be combined into a single document and submitted by the deadline.
- Instructions regarding the word count will be listed for each part as it is made available. Over-length submissions will have their mark reduced by 10%.
- The written assignment must be submitted online via the Moodle page.

Cheating and plagiarism
Cases of suspected cheating or plagiarism are taken <u>very</u> seriously. Students are expected to make themselves familiar with the information about plagiarism and other types of academic misconduct available on Moodle as well as UCL's general policies on academic misconduct.

Late work and extenuating circumstances
Work submitted late will be assigned a penalty in accordance with UCL's policies for late work.

Students who have extenuating circumstances that affect their ability to complete coursework in a timely manner should complete the form provided on Moodle and submit it, along with relevant documentation, to the Linguistics Teaching Office (pals.lingteachingoffice@ucl.ac.uk). Note that we will not be able to give extensions or special consideration outside of this process.

Learning environment
Learning phonetics requires a quiet environment and careful attention. Please help us maintain a quiet, non-distracting learning environment for your fellow students during class time.

Practice
Regular practice is an important component of this module, which requires the development of certain skills rather than merely memorizing facts. Students who do not watch the videos on time, who do not complete the activities posted on Moodle, and who do not come to class ready to engage with the material will find it very difficult to succeed in this module.

Students who require disability support
Interdepartmental and intercollegiate students with a disability requiring additional support should contact the lecturer or the Linguistics Teaching Office (pals.lingteachingoffice@ucl.ac.uk) as soon as possible.

- **Recording:** Recorded lectures and other materials for this module are for students' personal use only.

  They should not be shared on any public forum.

3. Assessment

- **Level: 4 UG**

Mode of Assessment	Weight	Format
Coursework	**60%**	Weekly in-class quizzes.
Coursework	**40%**	Written assessment.

Table 1. Assessment Formats and Weightings

4. Types of Feedback

Types of feedback students on this module can expect to receive.

4.1 Generic Tutor Feedback

Type of Feedback	Provided
Oral feedback is given to the whole class (e.g. this may be about coursework, an in-class or online task).	**Yes**

Electronic feedback to the whole group (e.g. see oral feedback above).	**Yes**
Printed feedback to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	**No**
Coverage of topics in class which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	**Yes**
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	**Yes**

Table 2. Generic Tutor Feedback

4.2 Automated Feedback

Type of Feedback	Provided
Tests / quizzes within Virtual Learning Environment (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.	**Yes**
Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	**No**

Table 3. Automated Feedback

4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	**Yes**
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	**Yes**
Electronic responses to queries from individual students are provided (as above)	**Yes**
Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	**Yes**
On-script comments in the body of individual summative coursework	**Yes**
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	**Yes**

Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	**No**
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.	**Yes**
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	**Yes**

Table 4. Specific Targeted Tutor Feedback

4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	**No**
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	**Yes**
Feedback from seminar tutors: Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. poster, Research Project presentations etc)	**No**

Table 5. Feedback from People other than Module Staff

4.5 Feedback related to examinations

Type of Feedback	Provided
A mock examination is given to help students prepare for the final exam. Further details: Practice transcription quizzes	**Yes**
Marks for the previous year provided online, with a breakdown of marks for individual questions	**No**
Samples of real student work, such as coursework, exam essays, and projects from previous students on the module.	**No**

Table 6. Feedback related to examinations

5. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

5.1 Academic

Type of transferable skill	Provided
Learning Actively – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	**Yes**
Analysing Data – Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.	**Yes**
Thinking Critically – Able to consider claims made against the evidence available and to develop one's own view systematically	**Yes**
Using Sources – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	**Yes**
Solving Problems – Able to use systematic approaches to overcome difficulties in producing a desired outcome	**Yes**
Managing Projects – Able to plan a coordinated set of tasks and enact over time to produce a substantial result	**No**

Table 7. Academic transferable skills

5.2 Self-Management

Type of transferable skill	Provided
Reflecting on Learning – Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process	**Yes**
Managing Time – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	**Yes**
Being Creative/Innovative – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	**No**
Assessing Oneself – Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	**Yes**
Being Independent – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	**Yes**
Managing Resources – Able to allocate and conserve funds and other resources on a day to day basis and to support projects	**No**

Table 8. Self-management transferable skills

5.3 Communication

Type of transferable skill	Provided
Writing – Able to communicate in textual forms (essay, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	**Yes**
Listening – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	**Yes**
Using Information Technology – Able to use digital technology for managing information and to mediate communication for learning and other purposes	**Yes**
Presenting – Able to speak to an audience, using visual aids as appropriate and respond to questions	**No**
Communication globally – Able to understand and manage factors affecting communication across cultures	**Yes**
Planning and making decisions – Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	**Yes**

Table 9. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	**No**
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	**No**
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	**No**
Understanding others – Able to recognise the variety of ways in which people can thing and approach tasks, adjusting your own to suit	**No**
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	**Yes**
Managing change – Able to adapt to changing circumstance and maintain focus on the group's declared goals	**No**

Table 10. Working with others transferable skills