



## Linguistics Modules – Module Information Sheet (2021/22)

### 1. General Information

- **Module Code:** PLIN0065
- **Title:** Principles of Phonetic Science
- **Credits:** 15
- **Module Tutor:** Chris Carignan      **Contact:** c.carignan@ucl.ac.uk
- **Module Available at the following levels:**
  - Level 5 UG
  - Level 7 PG
- **Module Description:**

The module forms the first half of an intermediate-level curriculum in language sound structure (the second half being formed by PLIN0066 Intermediate Phonology). The course builds on the foundations laid by PLIN0061 Introduction to Phonetics and Phonology A and PLIN0062 Introduction to Phonetics and Phonology B (or equivalent first-level courses), but with a focus on quantifiable aspects of Phonetic science. It discusses fundamental theoretical and empirical questions related to the understanding, observation, and analysis of spoken language. It provides participants with hands-on experience of analysing phonetic data and introduces modern experimental techniques in the study of Phonetics and modern applications of Phonetic science.

After completing the module, participants should be in a better position to:

- Understand the primary literature in phonetics
- Employ basic experimental methods in the analysis of phonetic data
- Write up reports on experimental and analytical work in phonetics

- **Prerequisites:** Introductory course in phonetics and phonology (e.g. PLIN1101, PLIN1102)
- **Timetable:** <https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0065>
- **Summary:**

#### Week 1 - The Domain of Phonetics

In which we discuss what constitutes the study of Phonetics and consider its relationship to other areas such as Phonology, Speech & Hearing Science, and Speech technology.

#### Week 2 - Principles of Phonetics

In which we discuss the principles behind the phonetic description of speech with particular focus on the character and limitations of phonetic transcription.

### Week 3 - Sound initiation in the vocal tract

In which we look at the mechanisms by which sound is generated and shaped in the vocal apparatus and how we can characterise sounds using spectra and spectrograms.

### Week 4 - Phonation

In which we look at the production of voice in the larynx and the description and measurement of voice quality.

### Week 5 - Sonorants

In which we study the phonetic and acoustic character of vowels, approximants, and nasals.

### Week 6 - Obstruents

In which we study the phonetic and acoustic character of obstruent articulations and their perception by listeners

### Week 7 - Sequences

In which we study how speech sounds change when executed in sequences.

### Week 8 - Suprasegmentals

In which we look at how rhythm, stress, and pitch operate over domains larger than the individual segment.

### Week 9 - Paralinguistics & Extralinguistics

In which we look at the impact of speaking style, emotion, and physiological state on the character of speech.

### Week 10 - Speakers and accents

In which we look at how speakers may be identified or characterised by the way they speak.

- **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](mailto:pals.lingteachingoffice@ucl.ac.uk).

## 2. Teaching

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

Lecture: ~1.5 hours (sets agenda for week); pre-recorded lecture videos will be made available on the Thursday prior to the week when the content will be covered.

Lecture Q&A, tutorial, and activities: 1-1.5 hours (tutorial activities, discussion of issues raised, and response to student questions); will occur in synchronous format via video conferencing.

Laboratory session: 1 hour (hands-on experience with phonetic techniques and data); will occur in person in room B07 of Chandler House.

- **Communication:**

General questions about content of the programme should go through the Moodle discussion forum. Specific questions about a student's progress should be e-mailed to the lecturer.

- **Workload:**

Students should expect to do 2-3 hours of self-study per week in addition to attendance at lectures and labs.

- **Core Texts:**

Choose one of:

An Introduction to the Science of Phonetics (Nigel Hewlett & Mary Beck, Lawrence Erlbaum, 2006).

- A general introduction to articulation, sound, hearing and perception that meshes well with the scientific approach to the material that we take in the course.

A Course in Phonetics, International Edition (with CD-ROM) (Peter Ladefoged & Keith Johnson, 2010).

- A classic text that extends Ladefoged's book 'Vowels and Consonants'.

- **Libraries and other resources:**

Other text books used in the preparation of this course:

A Practical Introduction to Phonetics (John Catford, Oxford Textbooks in Linguistics, 2001)

- An introduction to phonetic description that involves the reader in making the sounds alongside the text.

Principles of Phonetics (John Laver, Cambridge Textbooks in Linguistics, 1994)

- A very thorough account of the principles behind phonetic description. The early chapters are a very readable overview of the issues.

The Bloomsbury Companion to Phonetics (Mark Jones & Rachel Knight, Bloomsbury, 2013)

- Readable accounts of a range of applications of Phonetic science.

- **Additional Information:**

Other readings will be made available on-line either as PDF or as links to published resources.

- **Recording:**

Lectures for this module are pre-recorded and uploaded to Moodle on the Thursday prior to the week when the content will be covered. Students will be responsible for watching all of the lecture content prior to the Q&A and Tutorial session on Monday.

### 3. Assessment

- Level: 5 UG / 7 PG

Mode of Assessment (Level 5)	Weight	Format
Coursework 1	50%	Essay/ lab report, 1500 words.
Coursework 2	50%	Essay/ lab report, 1500 words.
Trial report for feedback	0%	Essay/ lab report.
Mode of Assessment (Level 7)		
Coursework	100%	Essay/ lab report, 2000 words.
Trial report for feedback	0%	Essay/ lab report.

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
<b>Oral feedback</b> is given to the whole class (e.g. this may be about coursework, an in-class or online task).	<b>Yes</b>
<b>Electronic feedback</b> to the whole group (e.g. see oral feedback above).	<b>Yes</b>
<b>Printed feedback</b> to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	<b>No</b>
<b>Coverage of topics in class</b> 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).	<b>Yes</b>
<b>Electronic responses</b> to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	<b>Yes</b>

Table 2. Generic Tutor Feedback

#### 4.2 Automated Feedback

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

Table 3. Automated Feedback

### 4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
<b>Oral responses within class</b> (e.g. demonstrators talking to students in lab, stats and computing classes).	<b>Yes</b>
<b>Oral responses outside class</b> (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	<b>Yes</b>
<b>Electronic responses to queries</b> from individual students are provided (as above)	<b>Yes</b>
<b>Summative comments on coursework</b> (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	<b>Yes</b>
<b>On-script comments</b> in the body of individual summative coursework	<b>Yes</b>
<b>Indication of achievement</b> against set marking criteria (e.g. for an individual essay or a lab report).	<b>Yes</b>
<b>Feedback using a standard feedback form</b> (e.g. essay feedback form or lab marking forms)	<b>Yes</b>
<b>Oral feedback on coursework</b> 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.	<b>No</b>
<b>Electronic feedback on coursework.</b> This could be via email or within VLE (e.g. using Gradebook on Moodle).	<b>Yes</b>

Table 4. Specific Targeted Tutor Feedback

### 4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
<b>Peer feedback:</b> 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	<b>No</b>

ideas/understanding).	
<b>Self-feedback</b> (e.g. students evaluating their own coursework, worksheet answers, etc.)	<b>No</b>
<b>Feedback from seminar tutors:</b> 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)	<b>No</b>

Table 5. Feedback from People other than Module Staff

## 4.5 Feedback related to examinations

Type of Feedback	Provided
<b>A mock examination</b> is given to help students prepare for the final exam.	<b>No</b>
<b>Marks for the previous year provided online</b> , with a breakdown of marks for individual questions	<b>No</b>
<b>Samples of real student work</b> , such as coursework, exam essays, and projects from previous students on the module.	<b>No</b>

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

- **Learning Actively** – Able to approach learning as an active agent, taking responsibility for the process and outcomes.
- **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.
- **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.

## 5.2 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.
- **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.

## 5.3 Communication

- **Writing** – Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow.
- **Listening** – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you.
- **Using Information Technology** – Able to use digital technology for managing information and to mediate communication for learning and other purposes.

## 5.4 Working with others

- **Working in teams** – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose.