Linguistics Modules - Module Information Sheet **2019/20**

1. General information

Module Code	PLIN0065	**Title**	Intermediate Phonetics			**Credits**	15
Module Tutor	Mark Huckvale			**Contact**	m.huckvale@ucl.ac.uk		
Other tutor(s)							

Module available at the following levels

Level 4 UG		Level 5 UG	X	Level 6 UG		Level 7 UG		Level 7 PG	X

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). It discusses fundamental theoretical and empirical questions arising from the scientific study of spoken linguistic communication. It provides participants with hands-on experience of analysing phonetic data. It 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

Week by week summary

Week 1 - Domain of Phonetics
In which we discuss what constitutes the study of Phonetics and consider its relationship to other areas such as Phonology, Speech and 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 - Aerodynamics and acoustics
In which we look at the mechanisms by which sound is generated and shaped in the vocal apparatus, and how we can characterise sounds.

Week 4 - Phonation
In which we look at the production of voice in the larynx, the description and measurement of voice quality, and the phonological exploitation of voice in language.

Week 5 – Sonorants
In which we study the phonetic and acoustic character of resonant articulations.

Week 6 - Obstruents
In which we study the phonetic and acoustic character of obstruent articulations.

Week 7 - Sequences

In which we study how phonetic elements 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
In which we look at the impact of speaking style, stress and emotion 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

2. Teaching

Teaching methods and tutorial/lab arrangements

Lecture: 2 hours (sets agenda for week)
Laboratory session: 1 hour (hands-on experience with phonetic techniques and data)
Tutorials: 1 hour (discussion of issues raised and response to student questions)

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.

Assessment

Please refer to the 'Assessment tab' on the module Moodle page for assessments submission dates.
Assessment is through two 1500 word essays/lab-reports, each weighted at 50%. These will be based around topics that have been covered in the lectures and will incorporate data collected from activities in the laboratory. An opportunity will be given to submit a trial report for an earlier lab to obtain feedback on writing style.

Assessments must be submitted in electronic format through the Moodle site before midnight.

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 for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	50% (1500 words)	Essay/lab report
(Add more if needed)	50% (1500 words)	Essay/lab report
(Add more if needed)	0%	Trial report for feedback
Other assessment information		

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	50% (1500 words)	Essay/lab report
(Add more if needed)	50% (1500 words)	Essay/lab report
(Add more if needed)	0%	Trial report for feedback
Other assessment information		

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)	X
Electronic feedback to the whole group (eg see oral feedback above)	X
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)	X
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	X
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)	X
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	
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	X
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	X
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	
Self-management	
Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	X
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	X
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	X
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	X
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	X
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	