

Introduction to Phonetics

LING 106, Fall 2019

INSTRUCTOR

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and by appointment

TEACHING ASSISTANTS

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COURSE GOALS

The aims of this course are as follows:

- 1) Familiarize students with the full International Phonetic Alphabet (IPA);
- 2) Provide students with experience transcribing speech using the IPA and Praat software;
- 3) Train students to extract phonetic information from visual representations of speech;
- 4) Give students solid foundational knowledge of the acoustic principles behind speech production.
- 5) Train students to design and evaluate experiments, and in general to strengthen critical thinking skills.

TEXTBOOK AND COURSE SITE

The textbook for this course is Peter Ladefoged & Keith Johnson, A Course in Phonetics 7th edition. It is available in the campus bookstore and via Course Reserves at the library. Assignments, additional readings, lecture slides, and other materials will be posted on the course Gauchospace.

EVALUATION

<u>SUBMITTED WORK</u>	<u>% OF FINAL GRADE</u>
Assignments	60%
Reading Quizzes	10%
Midterm Exam	10%
Final Exam	10%
Production Exam	5%
Participation	5%

Assignments: There will be four assignments, each worth 15%. All assignments will be posted on Gauchospace at least one and a half weeks before their due date.

Reading Quizzes: There will be 10 reading quizzes on Gauchospace. Although they are timed, you are able to take each quiz twice. With adequate preparation, these quizzes should serve as grade boosters.

Exams: Both exams will include a live transcription component. The final will not be cumulative, but will assume mastery of material from the first half of the quarter.

Production exam: You will be asked to read five randomly selected nonsense words from a list of ten. The list will be made available at the beginning of the quarter and 5 minute time slots for the production exam will be made available starting Week 7.

Participation: As this is a large lecture class, participation will be based on active participation in section. If you are not comfortable talking in section, know that participation also includes attendance, paying attention, and actively working on activities given out by the TAs.

Extra credit: There will be extra credit opportunities for the midterm and the final. On each assignment, there will be a possibility of up to 2 EC points for answers that are especially clear or coherent.

Grading scale: Grades will be assigned as follows: A+ = 97-100%, A = 93- 96%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = under 60%. Grading may be done on a curve (to your benefit).

POLICIES ON COURSEWORK

If something unexpected arises and you face difficulties completing or submitting on-time work, please email me **as soon as possible**. I will work with you on a timeline that will ensure that you remain on track and on top of the material. Otherwise, late assignments will lose 10% for every 24hr period that passes.

You may discuss your work with other students in the class. Please include the names of any collaborators on your completed assignment, and make sure that your work is written in your own words.

LECTURE ATTENDANCE

Please do not attend the other 106 class as a substitute for missing a lecture. Although the general topics of the course are the same, we will be covering different materials at different times, and assignments and exams will not be the same.

COURSE OVERVIEW

Week 0+1: Introduction; spelling vs transcription; intro to the IPA

Week 2: Phonemes; visual representations of speech

Week 3: Consonant articulation and acoustics part 1

Week 4: Consonant articulations and acoustics part 2

Week 5: Vowel articulations and acoustics part 1

Week 6: Vowel articulations and acoustics part 2

Week 7: Non-pulmonic consonants; non-modal phonation

Week 8: Prosody, experimental design

Week 9: Thanksgiving, no class

Week 10: Experimental design, speech disorders

ACADEMIC INTEGRITY

Honesty and integrity in all academic work is essential for a valuable educational experience. **The Office of Judicial Affairs** has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students' responsibilities, available on their website at: <http://judicialaffairs.sa.ucsb.edu>. Students are responsible for educating themselves on the policies and to abide by them.

Any copying, cheating, or plagiarism is treated as academic dishonesty and may lead to serious repercussions, such as referral to the Office of Judicial Affairs, a reduced grade, or failure the class.

ACCESS AND ACCOMMODATION

Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at <http://dsp.sa.ucsb.edu/>. Please make your requests for exam accommodations through the online system as early in the quarter as possible to ensure proper arrangement.

If there is anything I can do to make this course more accessible for you, or if you need any accommodations that I can provide, don't hesitate to let me know.

SERVICES FOR STUDENTS

Managing stress / Supporting Distressed Students

Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with the ability of students to succeed and thrive. For helpful resources, please contact UCSB **Counseling & Psychological Services (CAPS)** at [805-893-4411](tel:805-893-4411) or visit <http://counseling.sa.ucsb.edu/>. If you encounter a student in distress, please contact [805-893-3030](tel:805-893-3030) immediately and/or consult the **Responding to Distressed Student Protocol** at <http://www.sa.ucsb.edu/responding-to-distressedstudents/welcome> or phone 893-3030.

Responding to Hate Incidents

Hateful actions based on race, ethnicity, religion, gender, sexual orientation, gender identity, citizenship status, age, or disability are not acceptable. In the event that a hate crime or incident does occur, please report it. Reports may be made anonymously. <http://judicialaffairs.sa.ucsb.edu/hate.aspx>

For general **academic support**, students are encouraged to visit **Campus Learning Assistance Services (CLAS)** early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit <http://clas.sa.ucsb.edu>

Week	Date	Topics covered	Readings	Work due
Week 0	9/26/19	Introduction; succeeding in Ling 106		
Week 1	10/1/19	Transcription vs. orthography; the IPA	Ch. 1	Welcome survey 'due' by 10/1 @ 5pm Ch. 1 RQ due by 10/2 @ 11:59pm
	10/3/19	IPA continued; terminology in phonetics; phonemes		
Week 2	10/8/19	Phonemes cont.; waves and waveforms	Ch. 2	Ch. 2 RQ due by 10/9 @ 11:59pm
	10/10/19	Spectrograms; segments		
Week 3	10/15/19	Consonants of English	Ch. 3	Ch. 3 RQ due by 10/16 @ 11:59pm
	10/17/19	Consonants of English cont.		HW 1 due by 10/17 @ lecture start
Week 4	10/22/19	Other consonant articulations and acoustics	Ch. 7	Ch. 7 RQ due by 10/23 @ 11:59pm
	10/24/19	Other consonant articulations and acoustics cont.		
Week 5	10/29/19	Vowels of English	Ch. 4	Ch. 4 RQ due by 10/30 @ 11:59pm
	10/31/19	Vowels of English cont.		HW 2 due by 11/1 @ 11:59pm

Week 6	11/5/19	Non-English vowels; vowel-like sounds	Ch. 9	Ch. 9 RQ due by 11/6 @ 11:59pm
	11/7/19	Midterm quiz first half of class; vowel-like sounds cont.; non-modal phonation		
Week 7	11/12/19	Non-modal phonation cont.	Ch. 6	Ch. 6 RQ due by 11/13 @ 11:59pm
	11/14 19	Ejectives, implosives, and clicks		
Week 8	11/19/19	Stress, tone, and pitch-accent	Ch. 10	Ch. 10 RQ due by 11/20 @ 11:59pm
	11/21/19	Lexical prosody cont.; phrasal prosody		HW 3 due by 11/22 @ 11:59pm
Week 9	11/26/19	No class	Ch. 11	Ch.11 RQ due by 11/29 @ 11:59pm
	11/28/19	No class		
Week 10	12/3/19	Experimental design in phonetics	Ch. 8	Ch. 8 RQ due by 12/4 @ 11:59pm
	12/5/19	Sociophonetics		HW 4 due by 12/9 @ 11:59pm
Finals week	12/11/19			Final exam 730-1030pm