

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester B 2019/20**

---

---

**Part I Course Overview**

**Course Title:** Phonetics

**Course Code:** LT3212

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** LT2201 Introduction to Linguistics or LT2229 Fundamentals of Linguistics or  
*(Course Code and Title)* LT2290 Introduction to Language Studies

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CTL3212 Phonetics  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course aims to introduce to students: (i) the basic concepts of phonetics, (ii) the articulatory and prosodic properties of human speech sounds, (iii) the International Phonetic Alphabet (or the IPA symbols) for transcribing speech sounds, and (iv) the phonetic characteristics of English and Chinese.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Apply the knowledge of phonetics to understanding speech sounds.		✓	✓	✓
2.	Apply the knowledge of the IPA symbols to transcribing and recording speech sounds.			✓	✓
3.	Analyse speech sound data and discover phonetic phenomena for research and practical purposes.		✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
Lectures	(i) Presentation of phonetic properties of speech sounds in languages and the nature of IPA symbols; (ii) video demonstration of (a) the structure of the vocal apparatus and voice box and (b) the articulatory gestures during the production of speech sounds; and (iii) audio demonstration of sounds of different languages.	✓	✓	✓				2 hours
Tutorials	(i) Practice of transcribing speech sounds using the IPA symbols; (ii) discussion of solutions to the problems of phonetic data analysis; and (iii) clarification of concepts and discussion of difficult points.	✓	✓	✓				1 hour
Four take-home written assignments	Practice of phonetic data analysis and transcribing speech sounds.	✓	✓	✓				
Final examination (2-hour)	(i) Application of phonetic theories and concepts to the study of human speech sounds; (ii) description and comparison of the phonetic characteristics of different speech sounds; and (iii) transcription of speech sounds using the IPA symbols.							

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 60%								
<b>Coursework 1:</b> take-home written assignments	✓	✓	✓				40%	
<b>Coursework 2:</b> tutorial participation in group discussion and practice of phonetic transcription and analysis	✓	✓	✓				20%	
<b>Examination:</b> 40% (duration: 2 hours) To test students' proficiency in transcribing speech sounds using the IPA symbols and ability to apply phonetic theory and concepts in the study of human speech sounds. (CILO No. 1-3)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Take-home written assignments	1.1. Capacity for self-directed learning to perform phonetic analysis.	Excellent performance in phonetic analysis.	Good performance in phonetic analysis.	Average performance in phonetic analysis.	Passable performance in phonetic analysis.	Poor performance in phonetic analysis.
	1.2. Application of the knowledge of the IPA symbols to phonetic transcription.	Full knowledge of the IPA symbols and excellent skill in phonetic transcription.	Good knowledge of the IPA symbols and good skill in phonetic transcription.	Some knowledge of the IPA symbols and average skill in phonetic transcription.	Minimal knowledge of the IPA symbols and limited skill in phonetic transcription.	No knowledge of the IPA symbols and poor skill in phonetic transcription.
2. Tutorial participation	2.1. Participation in discussion and providing feedbacks to questions and points raised by the teacher and students.	Participate very actively and frequently provide high quality feedbacks.	Participate regularly and often provide good feedbacks.	Participate irregularly and occasionally provide acceptable feedbacks.	Participate minimally and provide low quality feedbacks.	No participation and no feedbacks.
	2.2. Mastery of skills in producing and identifying various types of speech sounds.	Excellent mastery of oral and listening skills.	Good mastery of oral and listening skills.	Average mastery of oral and listening skills.	Limited mastery of oral and listening skills.	Poor mastery of oral and listening skills.
3. Final examination	3.1 Application of phonetic theories and concepts to the study of human speech sounds.	Excellent competence in the application of phonetic knowledge.	Good competence in the application of phonetic knowledge.	Average competence in the application of phonetic knowledge.	Limited competence in the application of phonetic knowledge.	No competence in the application of phonetic knowledge.
	3.2. Demonstration of command of the subject matter and course content.	Excellent command of the subject matter and course content.	Good command of the subject matter and course content.	Average command of the subject matter and course content.	Limited command of the subject matter and course content.	No command of the subject matter and course content.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Speech sounds - consonants, vowels, glides; tones; syllables and syllable structure; speech prosody; production, acoustics, perception of speech sounds; transcription of speech sounds; International Phonetic Alphabets (IPA symbols); speech analysis.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Ladefoged, Peter and Keith Johnson (2015). A COURSE IN PHONETICS (7 <sup>th</sup> ed.). Stamford, CT: Cengage Learning.
2.	IPA (1999). HANDBOOK OF THE INTERNATIONAL PHONETIC ASSOCIATION: A GUIDE TO THE USE OF THE INTERNATIONAL PHONETIC ALPHABETS. Cambridge: Cambridge University Press.
3.	Pullum, Geoffrey. K. and William A. Ladusaw (1996). PHONETIC SYMBOL GUIDE (2 <sup>nd</sup> ed.). Chicago: The University of Chicago Press.

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Ladefoged and Sandra Ferrari Disner (2012). Vowels and Consonants (3 <sup>rd</sup> ed.) Malden, MA: Wiley-Blackwell
2.	Ladefoged, Peter and Ian Maddieson (1996). THE SOUNDS OF THE WORLD'S LANGUAGES. Oxford: Blackwell Publishers.
3.	Catford, John C. (2001). A PRACTICAL INTRODUCTION TO PHONETICS (2 <sup>nd</sup> ed.). Oxford: Oxford University Press.
4.	UCLA Phonetics Lab's data on the sounds of the world's languages <a href="http://www.phonetics.ucla.edu/index/sounds.html">http://www.phonetics.ucla.edu/index/sounds.html</a>
5.	Website of the International Phonetic Association <a href="http://www.internationalphoneticassociation.org">http://www.internationalphoneticassociation.org</a>
6.	Journal of the International Phonetic Association <a href="http://journals.cambridge.org/action/displayJournal?jid=IPA">http://journals.cambridge.org/action/displayJournal?jid=IPA</a>