

City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester B 2017 /18

Part I Course Overview

Course Title: The Sounds of the World's Languages

Course Code: GE2128

Course Duration: One Semester

Credit Units: 3

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course brings awareness to students the richness of human speech sounds through (i) demonstrations of a wide variety of the sounds of the world's languages and (ii) descriptions of the multifaceted - articulatory, physiological, acoustical, and linguistic - characteristics of speech sounds. Students will be taught to use the International Phonetic Alphabet (IPA), an international standard system of notation for transcribing the sounds of the languages of the world. The knowledge of the IPA facilitates the learning of the sounds of foreign languages. Students will participate in the learning activities, such as (i) oral and listening practice of the sounds of different languages, (ii) transcribing sounds using the IPA symbols, (iii) carrying out simple acoustic analysis of speech sounds, and (iv) viewing the video clips of articulation mechanisms and examining the models of the structures of the vocal tract and larynx for speech production. Students will find the course useful not only for gaining knowledge of the sounds of the languages of the world, but also for building a career in teaching pronunciation of the sounds of foreign languages, speech therapy, and speech engineering.

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 [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Describe the sounds and sound systems of different languages of the world and their similarities and differences.		✓	✓	✓
2.	Discover the typology and universals of the sounds and sound systems of different languages.		✓	✓	
3.	Explain the phonetic properties of the sounds of the world's languages based on the information from multi-disciplines, such as human biology, speech physiology, speech acoustics, and linguistics.		✓	✓	✓
4.	Apply the IPA symbols to transcription and pronunciation of the sounds of different languages.			✓	✓
		100%			

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

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	4			
Weekly lectures	(i) Presentation of the nature of the sounds and sound systems of the world's languages and the IPA symbols; (ii) video clips of (a) the structure of the vocal tract and larynx and (b) the vocal organs involved in speech production; (iii) audio demonstration of the various types of sounds of languages.	✓	✓	✓	✓			2 hours
Weekly tutorials	(i) Discussion of questions and points raised by the teacher and students; (ii) participation in oral and listening practice of the sounds of different languages with self and group assessments; (iii) participation in practice of transcribing speech sounds using the IPA symbols; (iv) carrying out simple acoustical analysis of speech sounds.	✓	✓	✓	✓			1 hour
Bi-weekly take-home written assignments	(i) Comparison of the phonetic characteristics of the sounds of different languages; (ii) transcription of speech sounds using the IPA symbols.	✓	✓	✓	✓			
Final examination (2-hour)	(i) Description of the characteristics of the sounds and sound systems of the world's languages; (ii) comparison of the similarities and differences between the sounds of different languages; (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	4				
Continuous Assessment: 60%								
(i) Coursework 1: Participation in classroom discussion, tutorial activities, and oral and listening practice	✓	✓	✓	✓			20%	
(ii) Coursework 2: Take-home written assignments	✓	✓	✓	✓			40%	
Examination: 40% (duration: 2 hours)								
							100%	

* The weightings should add up to 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. Participation in classroom discussion, tutorial activities, and oral and listening practice	1.1. Participation in all types of teaching and learning activities and providing feedbacks to the questions and points raised by the teacher and students.	Participate very actively and frequently provide high quality feedbacks.	Participate regularly and often provide good quality feedbacks.	Participate irregularly and occasionally provide acceptable quality feedbacks.	Participate minimally and provide low quality feedbacks.	No participation and no feedbacks.
	1.2. Mastery of skills in pronouncing and identifying the sounds of different languages.	Demonstrate excellent oral and listening skills.	Demonstrate good oral and listening skills.	Demonstrate average oral and listening skills.	Demonstrate passable oral and listening skills.	Demonstrate poor oral and listening skills.
2. Take-home written assignments	2.1. Capacity for self-directed learning to compare the phonetic characteristics of the sounds of the world's languages.	Perform excellently in all the comparison tasks.	Perform very well in most of the comparison tasks.	Perform well in some comparison tasks.	Perform passably in the comparison tasks.	Perform poorly in the comparison tasks.
	2.2. Knowledge of the IPA symbols and mastery of skill in IPA transcription.	Show full knowledge of the IPA symbols and excellent skill in IPA transcription.	Show good knowledge of the IPA symbols and good skill in IPA transcription.	Show some knowledge of the IPA symbols and average skill in IPA transcription.	Show minimal knowledge of the IPA symbols and limited skill in IPA transcription.	Show no knowledge of the IPA symbols and poor skill in IPA transcription.
3. Final examination	3.1. Ability to describe and explain the phonetic characteristics of various types of speech sounds of the world's languages.	Perform excellently in all the descriptions and explanations.	Perform very well in most of the descriptions and explanations.	Perform well in some of the descriptions and explanations.	Perform passably in most of the descriptions and explanations.	Perform poorly in all the descriptions and explanations.
	3.2. Knowledge of the subject matter and course content.	Show excellent knowledge of the subject matter and course content.	Show good knowledge of the subject matter and course content.	Show some knowledge of the subject matter and course content.	Show limited knowledge of the subject matter and course content.	Show no knowledge 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.)

World's languages, speech sounds, consonant, vowel, tone, stress, sound system, speech articulation, speech phonation, speech physiology, speech acoustics, IPA symbols.

A tentative weekly schedule of the modules and topics to be covered in the course is given below. Details and reading materials for each topic will be provided in the first week of the course.

Week	Topics
1	Course description; The sounds of the world's languages I
2	The sounds of the world's languages II
3	Production of speech sounds; Articulation mechanisms
4	IPA (International Phonetic Alphabet); IPA transcription of speech sounds
5	Consonant articulations
6	Articulatory characteristics of the consonants of the world's languages
7	Vowel and vowel-like articulations
8	Articulatory characteristics of the vowels of the world's languages
9	Structure and physiology of the larynx; Phonation types of speech sounds
10	Acoustics of speech sounds
11	Acoustic characteristics of the vowel sounds of the world's languages
12	Acoustic characteristics of the consonant sounds of the world's languages
13	Typology and universals of the sounds and sound systems of the world's languages

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.	Zsiga, Elizabeth (2013). THE SOUNDS OF LANGUAGE. Malden: Wiley-Blackwell.
2.	Rogers, Henry (2000). THE SOUNDS OF LANGUAGE. New York: Routledge.
3.	Ashby, Patricia (2011), UNDERSTANDING PHONETICS. London: Hodder Education.

2.2 Additional Readings

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

1.	Ladefoged, Peter and Ian Maddieson (1996). THE SOUNDS OF THE WORLD'S LANGUAGES. Oxford: Blackwell Publishers.
2.	Ladefoged and Sandra Ferrari Disner (2012). Vowels and Consonants (3 rd ed.) Malden, MA: Wiley-Blackwell
3.	Ladefoged, Peter and Keith Johnson (2015). A COURSE IN PHONETICS (7 th ed.). Stamford, CT: Cengage Learning.
4.	IPA (1999). HANDBOOK OF THE INTERNATIONAL PHONETIC ASSOCIATION: A GUIDE TO THE USE OF THE INTERNATIONAL PHONETIC ALPHABETS. Cambridge: Cambridge University Press.
5.	Maddieson, Ian (1984). PATTERNS OF SOUNDS. Cambridge: Cambridge University Press.
6.	Catford, John C. (2001). A PRACTICAL INTRODUCTION TO PHONETICS (2 nd ed.). Oxford: Oxford University Press.
7.	Pullum, Geoffrey. K. and William A. Ladusaw (1996). PHONETIC SYMBOL GUIDE (2 nd ed.). Chicago: The University of Chicago Press.

8.	Denes, Peter B. and Elliot N. Pinson (1993). THE SPEECH CHAIN: THE PHYSICS AND BIOLOGY OF SPOKEN LANGUAGE. New York: W.H. Freeman.
9.	Comrie, Bernard, Stephen Matthews, and Maria Polinsky (2003). THE ATLAS OF LANGUAGES (revised ed.). New York: Facts on File.
10.	Comrie, Bernard (2009). THE WORLD'S MAJOR LANGUAGES. London: Routledge.
11.	Haspelmath, Martin, Matthew S. Dryer, David Gil, and Bernard Comrie (2005). THE WORLD ATLAS OF LANGUAGE STRUCTURES. Oxford: Oxford University Press.
12.	Pereltsvaig, Asya (2012). LANGUAGES OF THE WORLD. Cambridge: Cambridge University Press.
13.	UCLA Phonetics Lab' data on the sounds of the world's languages http://www.phonetics.ucla.edu/index/sounds.html
14.	The World Atlas of Language Structures http://wals.info/languoid
15.	Website of the International Phonetic Association http://www.internationalphoneticassociation.org
16.	Journal of the International Phonetic Association http://journals.cambridge.org/action/displayJournal?jid=IPA

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 1-4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 1-4
PILO 3: Demonstrate critical thinking skills	CILOs 1-4
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	CILOs 1-4
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 1-4
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 1-4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
1. Final exam