

SYLLABUS

Time	TTh 2:00-3:50, Bunche 3164	
Place		
Web	On ccle.ucla.edu	
	<i>Prof.: Brian Smith</i> [ˈbɹaɪ̯n ˈsmɪθ]	<i>T.A.: Yu Tanaka</i> [jɹ tʰɪˈnəkə] ~ [jɹiː t̚n̩áká]
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Student hours	Mon. & Thurs, 10-11 AM	Mon. 1-2 PM & Wed. 2-3
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What you need to remember from Ling 20 (the prerequisite for this course)

- The 3 main dimensions for describing consonants: place, manner, voicing
- The 3 main dimensions for describing vowels: height, advancement, rounding
- IPA symbols for General American English, and the names of the sounds they represent
- Phonemes vs. allophones; broad vs. narrow transcription

You can review this material in chapters 1 & 2 of your textbook—we won't go over it in class.

What to expect in Ling 103

- You'll learn about how the speech sounds of the world's languages are produced by the body and what their acoustic properties are (this will involve learning elementary acoustics and using software).
- You will also learn two practical skills: producing these sounds, and transcribing them using the International Phonetic Association alphabet (IPA).
- Though we're concerned with all human languages, we'll cover the sounds of English in extra detail. Through an individual project, you will learn in depth about the sounds of an unfamiliar (to you) language of your choice.
- Class sessions will be a mix of lecture/discussion and practice in transcription, production, and acoustic analysis.
- Discussion sections are crucial—they're where you'll get practice in production and acoustics (through 2 computer labs).
- In most linguistics courses, the emphasis is on abstract concepts and problem-solving skills, with little memorization. By contrast, in this course there are some abstract concepts, but the emphasis is on concrete production and perception skills, with unavoidable memorization.

Course goals/Why take this course?

- For linguistics majors, provides the foundation for studying the sound side of linguistics (phonetics and phonology).
 - Even if your main interest is not in phonetics or phonology, you need this course in order to do linguistic fieldwork.
 - If you're interested in semantics, you also need to know phonetics to study intonation.
- The individual project is good practice in eliciting data from a speaker, comparing it to a published source, and explaining your findings—all important skills in linguistics that are, moreover, transferable to other fields.

- Knowledge of general phonetics is also extremely useful in the fields of...
 - *language learning*: honing your pronunciation
 - *language teaching*: helping your students attain good pronunciation
 - *acting and singing*: mastering the pronunciation of different languages/dialects/accents. IPA notation is sometimes used in those fields (e.g., traditional theater or opera training).
 - *speech technology*: you can't teach computers to talk or listen unless you know basic phonetics; same goes for engineers in telephonic and other audio technology (e.g., what frequencies are most important?)
 - *speech therapy*: speech therapists study phonetics, for treating children, brain-injured adults, laryngectomy patients, singers and others with injured voices; a course like this is usually a prerequisite for master's programs that train you to be a clinician.
 - *general knowledge*: pronunciations in Wikipedia and most non-US dictionaries are given in IPA. People love to talk about accents and pronunciations but rarely have the tools to do so productively—after this course, you'll have the tools.

Requirements

• Homework assignments (4)	20%
• Term paper (see separate handout)	28%
preliminary report	1%
word list	1%
• In-class quizzes (9—once per week except Week 1, 20 minutes each)	35%
• Final individual production exam	15%

Policies

- There are two models of grading: assessment of how well you've mastered the material vs. incentive system to make you do things that will help you master the material. I'm going with the "assessment" model. So, there are no explicit grades for attendance. If you miss class, it hurts your learning, which hurts your grade.
- Grades are in general absolute, not curved: 90% is an A-, 80% is a B-, etc. However, when nearly everyone gets some quiz question wrong, or grades are unusually low for some quiz, I'll consider the possibility that it was a bad question or a flawed quiz and adjust accordingly.
- Homeworks will be due in class. If you have to miss class, turn in the homework by 2:00 that day to your TA's mailbox in Campbell 3125 (ask the office staff to note the time on it).
- Quizzes will be administered at the beginning of class. To avoid losing class time, I will have to be strict about collecting the quizzes when time is up, even if you were late. Please arrive on time to class so that you have the full time to work on the quiz!
- Late homeworks will not be accepted, nor make-up quizzes given without a valid, *documented* reason (illness, emergency)—get a doctor's note, police report, towing receipt, death certificate, etc.
 - This is mostly for the sake of fairness in grading, but also partly for your own good and partly to preserve your TA's sanity.
- We'll use the course's ccle.ucla.edu website. Handouts and links will be posted there, as well as assignment instructions and online quizzes. I've tried to clearly mark what's material you're responsible for and what's supplemental or reference material.
- I will sometimes send out e-mail announcements through CCLE (e.g., for a typo on the homework)—please make sure that you're able to receive these
- Suspected cases of plagiarism or other cheating will be sent directly to the Dean of Students; I believe it is fairer for them to talk to the student and weigh the evidence than for me to.
- Grades will be changed only in the case of real grading error. In matters of judgment, grades are final.

Readings

- Required textbook—for sale in the Ackerman textbook store. The price has recently jumped way up for some reason (still costs *way* less than the competing textbook), so look for cheap used copies online.
Rogers, Henry. *The Sounds of Language*.
- Reserves: go to www2.library.ucla.edu/service/reserves.cfm and click “Search Course Reserves” to see a list of materials on reserve for this course. All are available at the circulation desk in the College Library (Powell). Particularly useful items are:
 - Catford, J.C. *Practical introduction to phonetics* good for production tips
 - *Handbook of the International Phonetic Association* you may need this for your project

Secrets of success

- ***Always come to class and section***
 - There’s nothing like missing a class to make a person feel lost, confused, and out of it. Not only do you miss the material from the day you were gone, but you get less out of the next class too, sometimes leading to a downward spiral.
 - Coming to class will make your life easier and happier: assignments will be easier, no staying up late to cram for tests (probably), paper will go smoothly; you’ll be better prepared for future courses; you’ll get to enjoy knowing phonetics in daily life.
- ***If you’re repeating this course***
 - Beware of thinking that you don’t need to come much and will do better just from this being the second time. It sounds like a logical strategy, but I’ve observed many people repeating this class, and that strategy never works.
 - Treat it like a brand-new class, and just enjoy having it be a little easier this time.
- ***Talk to your TA and me***
 - ...if you don’t understand something, you have an idea, you disagree with something you’ve read, you’re intrigued by something you’ve read, etc.
 - Don’t be shy about using our student hours, especially since section time is devoted mainly to practice rather than discussion. Student hours are time that we have set aside to meet with you; you are never interrupting when you come to see us during those times.
 - You can try to make an appointment if you have a schedule conflict with our student hours—but ask well in advance, because our schedules fill up quickly.
 - For the sake of efficiency in this big class, if you’ve missed class or section please use our scheduled student hours rather than making an appointment.
- ***Talk to your classmates***
 - Discuss your readings, assignments, projects, ideas. Study together.
- ***Spend time studying independently—practice, practice, practice***
 - Learning to make and perceive speech sounds is a lot like learning a language, a musical instrument, or a sport. It requires lots and lots of practice. The traditional wisdom for university courses is to budget 2 hours of study/homework/project time on your own for every 1 hour of classroom time.

Week	Date	Toics	Readings	Items due / quizzes	Project
1	3 / 31	Basic acoustic phonetics	preface, ch. 7, 131–137, term paper manual 10–29		find your speaker and teammates
	4 / 2				
	section	<i>basic acoustics</i>			
2	4 / 7	Airstream mechanisms and phonation types	ch. 12, 13	in-class quiz	read source article
	4 / 9			HW #1: transcription and segmentation (due Thursday)	
	section	<i>production practice: phonation and airstream mechanisms</i>			
3	4 / 14	Place of articulation	ch. 10	in-class quiz	turn in group progress report 4/16
	4 / 16			HW #2: transcription and segmentation (due Thursday)	
	section	<i>production practice: place of articulation</i>			
4	4 / 21	Manner of articulation	ch. 11	in-class quiz	prepare draft recording script, check it over with speaker
	4 / 23				
	section	<i>production practice: manner of articulation</i>			
5	4 / 28	More acoustic phonetics	ch. 7, pp. 137-end ch. 8	in-class quiz	turn in recording script 4/30
	4 / 30				
	section	<i>more acoustics</i>			
6	5 / 5	Vowels, glides, and secondary articulations	ch. 9; review ch. 10 pp. 203-206	in-class quiz	prepare final recording script
	5 / 7			HW #3: acoustics (due Thursday)	
	section	<i>production practice: vowels, glides, and secondary articulations</i>			
7	5 / 12	Syllables and suprasegmental features	ch. 14	in-class quiz	make recording
	5 / 11				
	section	<i>production practice: suprasegmentals</i>			
8	5 / 19	Phonetic categories in the mind	none	in-class quiz	transcribe recording
	5 / 21				
	section	<i>production practice: everything so far</i>			
9	5 / 26	English consonants in depth	ch. 3 ch. 4	in-class quiz	write paper paper due Fri. June 4, 5 PM
	5 / 28	English vowels in depth		HW #4: transcription (due Thursday)	
	section	<i>production practice: English details</i>			
10	6 / 2	English dialects	ch. 6 ch. 5	in-class quiz	
	6 / 4	English words and sentences			
	section	<i>production practice</i>			
exam week		individually scheduled practical exams			