**Course Title**: LIN5101A Foundations in Linguistics I: Phonetics and Phonology

**Description**

This course introduces students to a unified approach to language as a complex structure represented in the minds of its speakers. Empirical linguistic data will be drawn across languages to enable students to understand the intimate relation between language and the human mind. On the basis of this understanding, students are led to explore the core areas of linguistics. The exploration starts with natural language sound systems and phonological components of grammar. These will be explained with basic concepts and recent theoretical advances in linguistic studies alongside new findings in language acquisition. Students will learn to apply these concepts and ideas to tackle linguistic problems.

Phonetics is the systematic study of how human speech sounds are produced in the vocal tract, transmitted through the air, and perceived by the human ear and brain. While phonetics can be studied in various ways, this course will mainly adopt an impressionistic approach.

Phonology is the study of sound patterns in language. While closely related to phonetics, phonology has a different focus: it is concerned with the function, behavior and organization of speech sounds as linguistic units, rather than the production, perception and classification of speech sounds as physical entities.

This course is designed to introduce students to the basic concepts in phonetics and phonology, and to develop their understanding of the importance of phonetics and phonology in language studies and language-related sciences. Students will learn how to recognize, produce, transcribe, classify speech sounds, and analyze sound patterns.

**Content, highlighting fundamental concepts**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Contents/fundamental concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology of speech</td>
<td>The vocal tract and articulatory organs, the ear, the brain</td>
</tr>
<tr>
<td>Speech initiation</td>
<td>Pulmonic, glottalic, velaric mechanisms</td>
</tr>
<tr>
<td>Speech phonation</td>
<td>Glottal settings and phonation types</td>
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<tr>
<td>Speech articulation</td>
<td>Places and manners of articulation, double and secondary articulations</td>
</tr>
<tr>
<td>IPA</td>
<td>The organizing principles of the IPA, broad and narrow transcription</td>
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<tr>
<td>Distribution</td>
<td>Complementary / parallel / defective distribution, free variation</td>
</tr>
<tr>
<td>Phonological units</td>
<td>Segmental &amp; suprasegmental units, distinctive feature, phoneme, allophone</td>
</tr>
<tr>
<td>Phoneme sequences</td>
<td>Consonant clusters, vowel hiatus, phonotactics</td>
</tr>
<tr>
<td>Syllable structure</td>
<td>Onset, rhyme, nucleus, coda, sonority</td>
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<tr>
<td>Phonological processes</td>
<td>Palatalization, velar softening, spirantization, syncope, apocope, etc.</td>
</tr>
<tr>
<td>Phonological representation</td>
<td>Surface representation, underlying representation, rules, rule ordering</td>
</tr>
<tr>
<td>Phonological acquisition</td>
<td>Fronting, glottaling, stopping, coalescence, etc.</td>
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</table>

**Learning outcomes**

By the end of the term, students should be able to:
1. Classify speech sounds according to articulatory criteria;
2. Use phonetic transcription to learn the pronunciation of new words;
3. Recognize and analyze the phonological structure of the word;
4. Apply phonological concepts to data analysis.
# Learning activities

1. Classification of speech sounds
2. Perception exercises
3. Transcription exercises
4. Pronunciation exercises
5. Data analysis

# Assessment

<table>
<thead>
<tr>
<th>Task nature</th>
<th>Description</th>
<th>Weight</th>
<th>Mode</th>
<th>Backup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly assignments</td>
<td>Group assessments</td>
<td>30%</td>
<td>Written</td>
<td>Email</td>
</tr>
<tr>
<td>Midterm tests</td>
<td>Individual assessments (1 hour each)</td>
<td>30%</td>
<td>Classroom</td>
<td>Zoom</td>
</tr>
<tr>
<td>Sept 26</td>
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<tr>
<td>Oct 17</td>
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<td>Nov 14</td>
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<tr>
<td>Final exam</td>
<td>Individual assessment (3 hours)</td>
<td>40%</td>
<td>Classroom</td>
<td>Zoom</td>
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<tr>
<td>Dec 12</td>
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</table>

# Grade descriptor

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding performance on all learning outcomes. A thorough grasp of the subject as demonstrated by consistently high marks of the assignments, quizzes and transcriptions. Ample evidence of familiarity with relevant reading. Students can apply the knowledge in analyzing new speech data accurately.</td>
</tr>
<tr>
<td>B</td>
<td>High performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall good performance. A generally good grasp of the subject as demonstrated by good marks of the assignments, quizzes and transcriptions. Some evidence of familiarity with relevant reading. Students can generally apply the knowledge in analyzing new speech data.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance on some learning outcomes, possibly with a few weaknesses. A basic grasp of the subject as demonstrated by average marks of the assignments, quizzes and transcriptions.</td>
</tr>
<tr>
<td>D</td>
<td>Barely satisfactory performance on a number of learning outcomes. Insufficient grasp of the subject as demonstrated by poor marks of the assignments, quizzes and transcriptions.</td>
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<tr>
<td>F</td>
<td>Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.</td>
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</table>

# Learning resources for students

**References**


**Readings**


**Software**

Praat (for acoustic analysis)  [www.praat.org](http://www.praat.org)

Phonetic fonts

IPA extensions  Windows
CharisSIL  [www.praat.org](http://www.praat.org)
DoulosSIL  [www.praat.org](http://www.praat.org)

IPA help (learning software)  [www.sil.org](http://www.sil.org)

**Online dictionaries**


**Links**  [http://www2.gsu.edu/~eslsal/phdlinkcont.html](http://www2.gsu.edu/~eslsal/phdlinkcont.html)

**Feedback for evaluation**

To ensure the quality of teaching and learning, students’ views and comments are most valuable. Beside formal feedback in the middle and at the end of the semester, I would appreciate that students give their feedback any time during the semester so that I can act immediately to improve teaching. Suggestions can be made through oral communication, email or the discussion forum on the course Blackboard, either individually or by a group.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and Readings</th>
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</thead>
</table>
| 1    | September 12 | Introduction; phonetics and phonology; branches of phonetics; word, morpheme, syllable, stress, segment; IPA symbols; consonants and vowels; transcription and spelling.  
Reading: Chapters 1, 2 & 5, Davenport and Hannahs (2010) |
| 2    | September 19 | Segmental units I: places of articulation, voicing, IPA consonant chart, airstream mechanisms, phonation types,  
Reading: Chapters 3 & 5, Davenport and Hannahs (2010) |
| 3    | September 26 | **Midterm test 1**  
Segmental units II: manners of articulation; IPA consonant chart  
Reading: Chapter 3 & 5, Davenport and Hannahs (2010) |
| 4    | October 3   | Segmental units III: vowels; height, advancement, rounding, cardinal vowels; IPA vowel chart  
Reading: Chapter 4 & 5, Davenport and Hannahs (2010) |
| 5    | October 10  | Suprasegmental units I: syllable, stress, rhythm, weak forms, phonotactics  
Reading: Chapter 6, Davenport and Hannahs (2010) |
| 6    | October 17  | **Midterm test 2**  
Suprasegmental units I: tone, intonation  
Reading: Chapter 6, Davenport and Hannahs (2010) |
| 7    | October 24  | Distinctive features  
Reading: Chapter 7, Davenport and Hannahs (2010) |
| 8    | October 31  | Phonemic analysis, phoneme, allophone, levels, functional load  
Reading: Chapter 8, Davenport and Hannahs (2010) |
| 9    | November 7  | Phonological processes, alternations, rules, neutralization  
Reading: Chapter 9, Davenport and Hannahs (2010) |
| 10   | November 14 | **Midterm test 3**  
Phonological structure, feature geometry, underspecification, autosegments  
Reading: Chapter 10, Davenport and Hannahs (2010) |
| 11   | November 21 | Phonological acquisition, contrastive analysis, error analysis, interlanguage  
Reading: Chapter 10, |
| 12   | November 28 | Derivational analysis, abstractness, rule ordering  
Reading: Chapter 11, Davenport and Hannahs (2010) |
| 13   | December 5  | Constraint-based analysis, markedness, faithfulness, alignment  
Reading: Chapter 12 & 13, Davenport and Hannahs (2010) |
| 14   | December 12 | **Final examination** |
Teachers’ and TA’s contact details

<table>
<thead>
<tr>
<th>Instructor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>FU, Baoning</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:baoning@cuhk.edu.hk">baoning@cuhk.edu.hk</a></td>
</tr>
<tr>
<td>Teaching Venue and Time:</td>
<td>Wu Ho Man Yuen Bldg 505, Saturday 9:30 a.m. – 12:15 p.m.</td>
</tr>
</tbody>
</table>

Teaching Assistant

Details of course website
A Blackboard account has been set up for students to access information of the course. LING5101A on Blackboard eLearning System: [https://blackboard.cuhk.edu.hk/](https://blackboard.cuhk.edu.hk/)

Academic honesty and plagiarism
Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [http://www.cuhk.edu.hk/policy/academic honesty/](http://www.cuhk.edu.hk/policy/academic honesty/).

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.