

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**First Term, 2025-2026**

**Course Title: LING2003 Phonetics I**

**Description:**

This course introduces the study of sounds as an essential part of human language: how they are produced, and how they are perceived. Students will gain a good understanding of the articulatory mechanisms for speech sounds, become familiar with the International Phonetic Alphabet (IPA), and acquire techniques of elicitation and transcription of speech sounds with special focus on Cantonese, English, and Putonghua (Mandarin).

This course assumes no prior knowledge in phonetics. It starts with the basic phonetic concepts, leading gradually to the physical nature of speech sounds and fundamental issues in phonetics research. The course objective is to help students understand the complex nature of speech communication and appreciate the interaction between different aspects of speech production and perception. This course also serves as the prerequisite to LING2004 Phonology I, LING3102 Phonetics II and LING3108 Language Survey in the Field.

**Content, highlighting fundamental concepts**

<b>Topic</b>	<b>Contents/fundamental concepts</b>
<ul style="list-style-type: none"> <li>- Speech production mechanism</li> <li>- Consonants</li>   <li>- Vowels</li>   <li>- Suprasegmentals</li> <li>- Basic phonological concepts</li> <li>- Speech production</li> <li>- Speech perception</li> <li>- Transcriptions</li> </ul>	<ul style="list-style-type: none"> <li>- Different steps in the speech chain</li> <li>- Place and manner of articulation, voicing and VOT, airstream mechanisms</li> <li>- The vowel quadrilateral and its acoustic correlates</li> <li>- Tone, stress, intonation, speech rhythm</li> <li>- Phonemes, allophones, features</li> <li>- Connected speech processes, coarticulation</li> <li>- Categorical perception, the McGurk effect</li> <li>- Production and transcription of IPA symbols, and the Jyutping system for Cantonese</li> </ul>

**Learning outcomes:**

1. Students can distinguish speech sounds using phonetic conventions.
2. Students will be able to explain the articulatory and acoustic nature of speech sounds.
3. Students will be able to understand basic issues in speech production and perception research, and the complex nature of everyday speech communication.
4. Students will be able to produce and transcribe the sounds of the IPA symbols.
5. Students will have acquired the background knowledge for LING2004 Phonology I, LING3102 Phonetics II and LING3108 Language Survey in the Field

**Learning activities**

Lectures (2 hrs per week)  
 Tutorial (1 hr per week)  
 Assignments, reading and revision (2 hrs per week)  
 IPA Practice (1 hr per week)

### Assessment scheme

Task nature	Description	Weight
Assignments	Short weekly assignments, marked by TA	26%
Mid-term quiz	One written (course contents)	30%
Final quiz	One oral (IPA symbols) and one written (course contents)	oral 8%
		written 36%
		<b>Total: 100%</b>

Each unexcused absence in lectures or tutorials will incur a 1% deduction of the total mark.

### Course schedule

Week	Date	Lecture topics	Tutorial practice
1	01/09	Introduction + Speech Production Mechanism	
2	08/09	Speech Production Mechanism	Vocal exercises
3	15/09	Consonants I	Stops
4	22/09	Consonants II	Nasals and Fricatives
5	29/09	Vowels and Diphthongs I	Ejectives, Implosives, Clicks
6	06/10	Vowels and Diphthongs II	Laterals, Approximants
7	13/10	Revision	Primary Cardinal Vowels
8	20/10	Quiz I (written)	
9	27/10	Suprasegmentals I	Fricatives
10	03/11	Suprasegmentals II	Affricates, Trills
11	10/11	Transcriptions, Basic Phonological Concepts	Secondary Cardinal Vowels
12	17/11	Introduction to Speech Production and Perception	Revisions
13	24/11	Revision	Oral quiz
	TBC	Quiz II (written and transcription)	

\*Tutorial practice is subject to change

### Grade descriptors

Grade	Overall Course
A A-	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.
B+ B B-	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.
C+ C C-	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.
D	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.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

### Learning resources for students

Ladefoged, P. and Johnson, Keith (2015). *A Course in Phonetics* (7th edition). Wadsworth, Cengage Learning. (eTextbook)

<https://linguistics.berkeley.edu/acip/course/chapter1/> (sound illustrations)

<http://www.phonetics.ucla.edu/course/contents.html> (5th edition)

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge: Cambridge University Press.

Clark, J., Yallop, C. and Fletcher, J. (2007) *An Introduction to Phonetics and Phonology* (3rd edition). Oxford: Blackwell Publishers.

Denes, P.B. and Pinson, E.N. (1993) *The Speech Chain* (2nd edition). New York: W.H. Freeman and Company.

Knight, R.A. (2012) *Phonetics: a course book*. Cambridge: Cambridge University Press.

Ladefoged, P. and Disner, S.F. (2012) *Vowels and Consonants* (3<sup>rd</sup> edition). Malden: Wiley-Blackwell.

The International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*. Cambridge: Cambridge University Press.

Trask, R.L. (1996). *A Dictionary of Phonetics and Phonology*. London: Routledge.

《粵語拼音字表》第二版，香港語言學學會，2002。

An online dictionary of phonetics terminology: <http://blogjam.name/sid/>

\*\*\* [https://www.internationalphoneticassociation.org/IPAcharts/inter\\_chart\\_2018/IPA\\_2018.html](https://www.internationalphoneticassociation.org/IPAcharts/inter_chart_2018/IPA_2018.html) (clickable IPA chart)

\*\* <https://walkergareth.github.io/learnipa/IPAChart/index.html> (with videos)

<http://www.yorku.ca/earmstro/ipa/index.html> (clickable IPA chart)

<http://www.ipachart.com/> (clickable IPA chart)

<https://apps.apple.com/us/app/ipa-phonetics/id869642260> (IPA app, designed for iPad\*\*)

<https://software.sil.org/ipahelp2-1/> (IPA Help)

The International Phonetic Association Website (Phonetics Resources and Tutorials)

<https://www.internationalphoneticassociation.org/content/phonetics-resources-and-tutorials>

<http://www.phon.ucl.ac.uk/resource/tutorials.html> (UCL phonetic tutorials)

<https://walkergareth.github.io/learnipa/> (Learning the IPA, with online tests for practise)

<https://www.speechandhearing.net/> (many online tools that run directly on a browser)

<http://ipa.typeit.org/full/> (online IPA keyboard)

<http://westonruter.github.io/ipa-chart/keyboard/> (online IPA keyboard\*\*\*)

CUHK Blackboard (LING2003)

### **Use of AI tools**

Approach 1 - Prohibit all use of AI tools

### **Use of AI tools for grading and provision of feedback on student work**

All student work will be graded by the instructor and TAs without the use of AI tools

### **Feedback for evaluation**

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course, in addition to the final course evaluation. Students can contact either the lecturer or tutor directly. See contact details below.

### Teachers' or TA's contact details

<b>Professor:</b>	
Name:	Prof. Peggy Mok
Office Location:	Leung Kau Kui Building G06
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Email:	peggymok@cuhk.edu.hk
Teaching Venue:	William M W Mong Eng Bldg 803

<b>Teaching Assistants:</b>	
Name:	Miss Jingcan Chen, Miss Xinyue Liu, Mr Huangyang Xie
Office Location:	Leung Kau Kui Building G19
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Attention is drawn to University's 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/academichonesty/>.

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.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

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.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teachers concerned should be obtained prior to the submission of the piece of work.

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