

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2026-27

Course Code: LING2003 Title in English: Phonetics I Title in Chinese: 語音學 (一)
Course 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 solid understanding of the articulatory mechanisms for speech sounds, become familiar with the International Phonetic Alphabet (IPA), and acquire techniques for eliciting and transcribing speech sounds with special focus on English, Cantonese, and 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.

Learning outcomes

a. Distinguish speech sounds using phonetic conventions b. Be able to explain the articulatory, acoustic and auditory nature of speech sounds c. Be able to understand basic issues in speech production and perception research, and the complex nature of everyday speech communication d. Be able to produce and transcribe the sounds of the IPA symbols e. Acquire the background knowledge for LING2004 Phonology I, LING3102 Phonetics II and LING3108 Language Survey in the Field
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Course syllabus

Topic	Contents/fundamental concepts
Speech mechanism	Speech chain, phases of speech, initiation, phonation, articulation
Consonants	Airstream mechanism, place and manner of articulation, voicing and aspiration, VOT
Vowels	Vowel quadrilateral, vowel height and frontness/backness, lip rounding, formant, monophthong and diphthong
Suprasegmentals	Tone, stress, intonation, rhythm, isochrony
Speech production	Connected speech, coarticulation
Speech perception	Categorical perception, McGurk effect
Basic phonological concepts	Syllable, phoneme, allophone, minimal pair, distinctive features
Transcriptions	Production and transcription of IPA symbols, <i>Jyutping</i> for Cantonese, <i>Pinyin</i> for Mandarin

Course components

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
<i>Lectures (no hybrid mode)</i>	20%
<i>Tutorials (no hybrid mode)</i>	10%
<i>Examinations (no hybrid mode)</i>	5%
Online asynchronous	
<i>Assigned reading</i>	29%
<i>Written assignments</i>	36%

Assessment scheme

Assessment type	Percentage
Biweekly written assignments marked by the TAs	5% × 6
Mid-term examination marked by the TAs	30%
Final oral examination marked by the lecturer	5%
Final written examination marked by the lecturer and TAs	35%

Each unexcused absence from lectures will incur a 2% deduction of overall mark.

Late submission policy

Assessment task	Extension allowed (Y/N)	Descriptions of late submission policy
Written assignments	Y	Unless an extension is granted, late submissions will result in a deduction of 10% of the marks awarded , with no marks to be given for a delay beyond 1 week. Extension requests, supported by appropriate documentation, should be submitted to the course teacher for approval before the deadline in writing . Only unforeseen or exceptional circumstances beyond a student's control will be considered.

Make-up test arrangements

Assessment test	Makeup allowed (Y/N)	Description of makeup arrangement and penalty
1. Mid-term examination	N	
2. Final oral examination	Y	Students must submit a written application to the course teacher before the scheduled test date , together with appropriate supporting documentation, to be considered for a make-up test. The make-up test will be held within 5 working days after the originally scheduled examination date.
3. Final written examination	Y	Students must submit a written application to the course teacher before the scheduled test date , together with appropriate supporting documentation, to be considered for a make-up test. A penalty of 10% deduction from the full mark of the test will be applied, regardless of the reason for the absence. Only one make-up test will be scheduled for the entire class, to be held within 5 working days after the originally scheduled examination date.

Required and recommended readings

Required readings:

Ladefoged, P. & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.

Reetz, H. & Jongman, A. (2020). *Phonetics: Transcription, Production, Acoustics, and Perception*. Wiley-Blackwell.

Recommended readings:

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

International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge University Press.

Davenport, M. & Hannahs, S. J. (2020). *Introducing Phonetics and Phonology*. Routledge.

Denes, P. B. & Pinson, E. N. (1993). *The Speech Chain: The Physics and Biology of Spoken Language*. W. H. Freeman.

Ladefoged, P. & Disner, S. F. (2012). *Vowels and Consonants*. Wiley-Blackwell.

Online resources:

Clickable IPA charts:

https://www.internationalphoneticassociation.org/IPAcharts/IPA_charts_EI/IPA_charts_EI.html

<https://www.ipachart.com/>

IPA keyboard: <https://westonruter.github.io/ipa-chart/keyboard/>

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

Supplementary readings for individual lectures will be available for download from Blackboard.

Feedback for evaluation

- The Online Course and Teaching Evaluation (OCTE) survey will be conducted in the last few teaching weeks of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- Students are welcome to give feedback to the course teacher at any time in person or through email.

Grade Descriptors

A/A-	Outstanding performance on all learning outcomes. A thorough grasp of the subject as demonstrated by consistently high marks on the assignments, examinations and transcriptions. Ample evidence of familiarity with relevant reading. Students can apply the knowledge in analysing new speech data accurately.
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 on the assignments, examinations and transcriptions. Some evidence of familiarity with relevant reading. Students can generally apply the knowledge in analysing new speech data.
C	Satisfactory performance on some learning outcomes, possibly with a few weaknesses. A basic grasp of the subject as demonstrated by average marks on the assignments, examinations and transcriptions.
D	Barely satisfactory performance on a number of learning outcomes. Insufficient grasp of the subject as demonstrated by poor marks on the assignments, examinations and transcriptions.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Course schedule

Weekly Course Schedule:			
Class/Week	Date	Topic	Requirements
1.	9/9	Introduction	Reetz & Jongman (Ch. 1.1, 5.1–5.2.1)
2.	16/9	Speech mechanism	Ladefoged & Johnson (pp. 2–9) Reetz & Jongman (Ch. 2.1–2.2, 5.2.2–5.3, 9.1–9.4)
3.	23/9	Consonants I	Ladefoged & Johnson (pp. 10–19, 60–72, 159–164, Ch. 7) Reetz & Jongman (Ch. 2.3, 4.1–4.2, 6.3)
4.	30/9	Consonants II	Ladefoged & Johnson (pp. 144–159, 164–165) Reetz & Jongman (Ch. 6.1–6.2)
5.	7/10	Vowels and glides I	Ladefoged & Johnson (pp. 20–24, 227–234) Reetz & Jongman (Ch. 2.4, 4.3, 9.5, 10.1)
6.	14/10	Vowels and glides II	Ladefoged & Johnson (pp. 89–107, 234–244)
7.	21/10	Mid-term examination (no lecture; tutorials as normal)	
8.	28/10	Suprasegmentals I	Ladefoged & Johnson (pp. 253–259, 264–271) Reetz & Jongman (Ch. 11.1, 11.3–11.4)
9.	4/11	Suprasegmentals II	Ladefoged & Johnson (Ch. 5, 259–264) Reetz & Jongman (Ch. 11.2)
10.	11/11	Basic phonological concepts and transcriptions	Ladefoged & Johnson (Ch. 2, 76–80, 107–109, 277–287) Reetz & Jongman (Ch. 3)
11.	18/11	Speech production and perception	Ladefoged & Johnson (pp. 73–76, 294–296) Reetz & Jongman (Ch. 13)
12.	25/11	Introduction to acoustic phonetics	Ladefoged & Johnson (pp. 19–20, 203–208) Reetz & Jongman (Ch. 7)
13.	2/12	Final examinations	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Dr. ZHANG Weijun 張偉竣
Office Location:	Fung King Hey Building 221
Email:	weijunzhang@cuhk.edu.hk
Teaching Venue:	Esther Lee Building 405

Teaching Assistant/Tutor:	
Name:	Miss CHEN Jingcan 陳璟燦, Mr. XIE Huangyang 謝黃陽
Office Location:	Leung Kau Kui Building G19
Email:	chenjingcan@link.cuhk.edu.hk , huangyangxie@link.cuhk.edu.hk

Details of course website

<https://ling.cuhk.edu.hk/programmes/undergraduate-programme/major-programme-in-linguistics/>

A page has been set up for students to access information about the course LING2003 on the Blackboard platform hosted by the University: <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/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 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.

Assignments without a properly signed declaration 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 teacher(s) concerned should be obtained before the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third party without seeking prior permission from the staff members/ teachers concerned.

Use of generative artificial intelligence (AI) tools in teaching, learning and assessment

Use of some AI tools is allowed

Students may use some AI tools in some learning activities and/or assessments under the following conditions:

1. The AI tools to be used are restricted to the tool specified by the teacher for individual assignments;
2. The specified AI tool will only be allowed for some questions in the biweekly written assignments explicitly specified by the teacher;
3. Collaboration of AI tools is **not allowed for writing (including re-writing, translation, or content generation)** in completing assignments. Checking the AI writing index before submitting assignments to the VeriGuide is strongly recommended (link to AI Writing Detector under VeriGuide: <https://awd.veriguide.org/>). Any AI writing index above 25% will be regarded as disqualified, and re-submission will be required;

4. The input contributed by the AI tools is properly acknowledged and cited; and
5. The input together with the prompts used to elicit the AI responses should be highlighted or included as appendices wherever appropriate.

In case of queries, students should seek advice from the course teacher.

AI tools could be powerful in dealing with large amounts of linguistic data and facilitate potential analysis needs when using phonetic research tools.

Students should **fact-check all outputs** of AI tools by cross-checking the claims with reliable sources and are **responsible for any errors or omissions**, if any, when using AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. generate some ideas for the content, ask for examples of data collection instruments, etc.).'

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

“The following text was generated by an AI tool/language model (ChatGPT):”

[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

“[The prompt], as generated by an AI language model (ChatGPT):”

[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty, which will be handled in accordance with the University’s *Procedures for Handling Cases of Academic Dishonesty*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

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

No AI tools will be used for grading and provision of feedback on student work.

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