

## SYLLABUS

**Time** TR 2:00-3:50  
**Place** Royce 150  
**Web** On <http://ccle.ucla.edu>

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	<b>Section 1A</b>	<b>Section 1B</b>	<b>Section 1C</b>	<b>Section 1D</b>
<b>ID number</b>	253334201	253334202	253334203	253334204
<b>Time</b>	F 9:00-9:50	F 10:00-10:50	F 2:00-2:50	F 3:00-3:50
<b>Place</b>	Rolfe 3106	Rolfe 3106	Rolfe 3123	Rolfe 3127

**Description**

*Prerequisite:* Ling 20

*What to expect*

- You will 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).
- You will also learn two practical skills: producing these sounds, and transcribing them using the International Phonetic Association alphabet (IPA).
- Though we are concerned with all human languages, we will cover the sounds of English in extra detail. Through an individual project, you will learn in depth about the sounds of a language of your choice.
- Class sessions (both 'lecture' and 'discussion') will be a mix of lecture/discussion and practice in transcription, production, and using acoustic software.
- In most linguistics courses, the emphasis is on abstract concepts and problem-solving skills, with very little memorization. By contrast, in this course there are some abstract concepts, but the emphasis is on concrete production and perception skills, with some unavoidable memorization.

*Discussion section*

You must be enrolled in a discussion section in order to be enrolled in the course. Attendance at discussion sessions is essential to success in this course. Sections are kept very small to allow plenty of individual practice. Some sections will be held in the computer lab at LuValle Commons B01A instead of the usual classroom.

### *Honors seminar on sociophonetics*

An honors seminar will be offered for this course; anyone may enroll. We will meet Wednesdays 1:00-1:50 in Rolfe 3135, starting Oct. 1. Here's the description:

Students will take turns leading discussion of research articles in sociophonetics (list of articles to choose from for each week will be provided by instructor). Sociophonetics is a field that studies, among other things, how phonetic variation (i) is employed by speakers to express social identity, (ii) is affected by social setting, and (iii) affects listeners' social perceptions of talkers, as well as how social information affects listeners' linguistic perception.

See me if interested, or just show up on Wednesday!

### *Course goals/Why take this course?*

For linguistics majors, this course provides a foundation for studying the sound side of linguistics (phonetics and phonology). Even if your main interest is not in phonetics or phonology, you need to master the material of this course in order to do any kind of linguistic fieldwork. (If you are interested in semantics, you also need to know phonetics in order to study intonation, which every semanticist must be familiar with.)

The individual project is good practice in eliciting data from an individual speaker, comparing it to what you find in a published source, and clearly laying out your data for the reader—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*: you'll be better at honing your pronunciation
- *language teaching*: you'll be better able to help your students attain good pronunciation
- *acting and singing*: you'll be better at mastering the pronunciation of different languages and different dialects/accents of English. You will also be able to read IPA notation, which is sometimes used in those fields (e.g., traditional opera training).
- *speech technology*: you can't teach computers to talk or listen unless you know basic phonetics; some phonetic basics are also important for engineers in telephonic and other audio technology (e.g., what frequencies are most important to transmit?)
- *speech therapy*: obviously, speech therapists need to know phonetics, for treating children, brain-injured adults, laryngectomy patients, or 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, the Oxford English Dictionary, and most European dictionaries are given in IPA.

### **Requirements**

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|--|-----|
| • Homework assignments (3, plus one ungraded)                        | 15% |
| • Project (see separate handout)                                     | 31% |
| preliminary report   | 2%  |
| preliminary recording script   | 2%  |
| • In-class quizzes (3)   | 20% |
| • On-line quizzes (3)  | 10% |
| • Final individual exam  | 16% |
| • Participation in section (note: participation implies attendance!) | 4%  |
| the most important part of section participation in this             |     |
| course is making a genuine effort to practice the sounds             |     |

## Policies

- Late homeworks will have points deducted, unless there is a valid, *documented* reason (illness, emergency) for the lateness. You will have to show a doctor's note, police report, towing receipt, death certificate, or the like. 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.
- Quizzes may 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!
- If you're sick or have some other emergency on the day of a quiz, you must phone me before class starts. Leave a message on my voicemail if I'm not there. If voicemail malfunctions, leave a message at the main office (310-825-0634). If you do this, I'll give you a make-up quiz—documentation will still be required.
- We will be using the course's CCLE website (<http://ccle.ucla.edu/course/view/08F-LING103> , or just log in to [ccle.ucla.edu](http://ccle.ucla.edu)). Handouts and links will be posted there, as well as assignment instructions and online quizzes. I encourage you to post your questions to the discussion boards so that everyone can benefit. But if you do want to contact me or Jason privately, you can use e-mail.
- I will often send out e-mail announcements (e.g., for a typo on the homework)—please make sure that the registrar has your correct e-mail address (check this on URSA).
- Suspected cases of plagiarism or other cheating will be sent directly to the Dean of Students; I believe it is fairer for them to 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, reserves

*Required textbook*—for sale in the Ackerman textbook store; there should be some used copies

**Rogers, Henry. *The Sounds of Language*.**

### *Reserves*

Go to <http://www2.library.ucla.edu/service/reserves.cfm> to see a list of materials on reserve for this course. All are available at the circulation desk in the College Library (Powell).

- The textbook
- Reference works on general linguistics, general phonetics, and specific topics in phonetics
  - *Linguistics: an introduction to linguistic theory*
  - Catford, J.C. *Practical introduction to phonetics*
  - Ladefoged, Peter. *A course in phonetics*
  - Ladefoged, Peter. *Elements of Acoustic Phonetics*.
  - *Handbook of the International Phonetic Association*
  - Maddieson, Ian. *Patterns of sounds*
- Pullum, Geoffrey & William Ladusaw. *Phonetic symbol guide*. This will be very helpful when you are consulting the reference source(s) for your project. It can help you figure out what the author means if a non-IPA symbol is used.
- References works on specific languages that are popular project topics.

## Approximate course outline (subject to change!)

- Don't forget to go to your section on Fridays.

Week	Date	topics	reading	items due / quizzes	project
0	Sept 25	the speech chain; important basics			
	section	production practice: basic voicing, place, and manner			
1	Sept 30	articulatory phonetics	preface, ch. 1		find your speaker
	Oct 2			HW #0 (ungraded)	
	section	more production practice			
2	Oct 7	Phonology and phonetic transcription	ch. 2	Online quiz #1	find sources
	Oct 9			declare project language	
	section	production and transcription practice: English sounds			
3	Oct 14	Airstream mechanisms	ch. 12, 13	HW #1	
	Oct 16	and phonation types			
	section	production practice: non-English phonation and airstream mechanisms			
4	Oct 21	Place and manner of articulation	chs. 10, 11	<b>In-class quiz #1</b>	prepare draft of word list
	Oct 23			project progress report	
	section	production practice: non-English places and manners			
5	Oct 28	Acoustic phonetics	ch. 7,8		
	Oct 30			Online quiz #2	
	section	<b>computer lab:</b> doing acoustics			
6	Nov 4	Vowels and vowel-like articulations	ch. 9	HW #2	go over word list with speaker
	Nov 6				
	section	production practice: non-English vowel features			
7	Nov 11	<i>Veterans Day holiday—no class</i>			
	Nov 13	Syllables and suprasegmental features	ch. 5,14	word list <b>In-class quiz #2</b>	
	section	<b>computer lab:</b> getting the most out of your recording			
8	Nov 18	Linguistic phonetics	TBA	HW #3	record final word list
	Nov 20				
	section	<b>computer lab:</b> using the computer for production practice			
9	Nov 25	English consonants in depth	ch. 3	Online quiz #3	transcribe tape and write paper
	Nov 27	<i>Thanksgiving holiday—no class</i>			
	section	<i>Thanksgiving holiday—no sections</i>			
10	Dec 2	English vowels in depth	ch. 4		paper due Dec. 5, 5 PM
	Dec 4	English words and sentences	review ch. 5	<b>In-class quiz #3</b>	
	section	production practice: putting it all together			
exam week	Dec 8-10	individually scheduled practical exams			

## Secrets of success

- *Always come to class*  
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.
- *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. See course webpage for ways to practice.
- *Talk to Jason 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 office hours. They are time that we have set aside to meet with students; you are never interrupting when you come to see us during office hours.
- *Talk to your classmates*  
Discuss your readings, assignments, projects, ideas. Study together.
- *Don't fall behind*  
This one should be easy because of the frequent homeworks and quizzes.