

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Linguistics 4100: Introduction to Phonetics
Autumn 2015

Instructor: Dr. Cynthia Clopper
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Office Hours: Tuesdays 1:30pm-3:30pm, and by appointment

Time: TR 11:10am-12:30pm
Location: Derby Hall 029

Textbook: Reetz, H., & Jongman, A. (2009). *Phonetics*. Malden, MA: Wiley-Blackwell.

Course Description and Objectives

This course is an introduction to phonetics, the scientific study of the speech sounds of the languages of the world. In this course, we will explore how human speech sounds are produced, how to describe speech sounds, how speech sounds relate to other fields of linguistics, and how to investigate all of these topics experimentally. Readings and quizzes will be assigned to give you a broader view of the field and to help ensure that you understand the topics under discussion. Lab assignments will provide opportunities for hands-on application of the topics discussed in class and practice in scientific writing.

Practical training in phonetics is valuable for professions in language education, including foreign language education, English education, and ESL. Phonetic training also benefits students who are interested in human/computer interface technology, and students in training for certification as speech-language pathologists or audiologists.

Course Components

Carmen: Announcements, supplemental readings, materials for in-class activities, and materials for the laboratory assignments will be posted on Carmen. Please be sure to check it regularly.

Reading Assignments: Reading assignments corresponding to the lectures are listed on the schedule. Chapter numbers refer to chapters in the required textbook. Supplemental readings are listed after the schedule and are available on Carmen. You are expected to keep up with the reading assignments to reinforce lectures and laboratory assignments. Some quiz questions may be taken from the readings, even if the information has not been covered explicitly in class.

Lab Assignments: Eight lab assignments will be given throughout the semester to give you practice in phonetic analysis skills and scientific writing. The discussion questions on each lab are designed to encourage independent thinking and will require you to

synthesize material from lectures, reading assignments, and in-class activities to interpret phonetic data. You may work in groups to complete the labs, but each student must answer the lab assignment questions in his or her own words and turn in his or her own assignment. Lab assignments with identical (or nearly identical) answers will be reported to the Committee on Academic Misconduct. Written lab assignments must be submitted in hard copy. Electronic written lab assignments will not be accepted. **Late assignments will not be accepted.**

Quizzes: Twelve quizzes will be given throughout the semester to assess your knowledge of phonetic principles and to encourage you to regularly review the course material. You may *not* work in groups or consult your notes, textbooks, or the internet to complete the quizzes. The first eleven quizzes will be given at the beginning of class on the day they are listed on the syllabus. The final quiz will be given during the final exam period for this class on Monday, December 14 at 2pm. The final quiz cannot be taken prior to the final exam time. **Make-up quizzes will not be given.**

Grading

Final grades will be calculated out of a total of 500 points:

8 Labs	x 40 points	= 320 points	(64% of the final grade)
12 Quizzes	x 15 points	= 180 points	(36% of the final grade)

Grading Philosophy:

1. My job is to provide you with the opportunity to learn. If you don't understand something in a lecture or on an assignment, ask questions until you do. If you need help with an assignment, come to my office hours and/or make an appointment to meet with me.
2. You have chosen to take this class. You are therefore expected to come to class and participate in discussions and in-class activities. I do not take attendance and you do not get credit for participating.
3. We learn from our mistakes. When I take off points on an assignment, I will write comments to point you to a better answer. I expect you learn from this feedback by going over the question, your answer, and my comments.
4. If you say something untrue on an assignment, I will take off points, regardless of how relevant (or not) your statement is to the assignment. Answer only the questions that are asked, support your answers with evidence (e.g., citations of previous work, explicit reference to the data, etc.), and don't make things up.
5. Details are important. Follow the directions, answer all of the questions that are asked, and proofread your work.

Policies

Computers: The lab assignments will require access to a computer outside of class. In addition, our classroom is a computer classroom. Most class meetings will include both a lecture and a hands-on tutorial. Many of the tutorials will require use of the computer. As a courtesy to your classmates, please use the computers only for class-related activities, such as note-taking or participation in the tutorials.

Accommodation: If you feel you may need an accommodation based on the impact of a disability, you should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 or in Pomerene Hall 150 to coordinate reasonable accommodations for students with documented disabilities.

Conduct: Academic misconduct will not be tolerated. The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. I am obligated by University Rules to report suspected cases of academic misconduct to the Committee on Academic Misconduct.

Tentative Schedule

Week	Date	Topic	Readings
1	T 8/25 R 8/27	Introduction Vowels: Articulation	Ch. 1
2	T 9/1 R 9/3	Consonants: Articulation Vowels: Transcription	Ch. 2 Ch. 3
3	T 9/8 R 9/10	Consonants: Transcription Lab 1: Phoneme inventories Vowels Around the World Quiz 1: Vowel transcription (English)	Ch. 4
4	T 9/15 R 9/17	Consonants Around the World Lab 2: Vowel inventories Human Speech Production Quiz 2: Consonant transcription (English)	Ch. 5
5	T 9/22 R 9/24	Airstream Mechanisms and Phonation Types Lab 3: Cross-linguistic comparison Speech Acoustics Quiz 3: Transcription (non-English)	Ch. 6 Ch. 7
6	T 9/29 R 10/1	Speech Acoustics Lab 4: Consonant inventories Speech Acoustics Quiz 4: Speech production	Ch. 9
7	T 10/6 W 10/8	Vowels: Acoustics Lab 5: Acoustic analysis Vowels: Acoustics Quiz 5: Speech acoustics	Ch. 10
8	T 10/13 R 10/15	Vowels: Acoustics FALL BREAK	Suppl. 1

9	T 10/20 R 10/22	Vowels: Variation Quiz 6: Speech acoustics Vowels: Variation Lab 6: Measuring vowel formants	Suppl. 2
10	T 10/27 R 10/29	Consonants: Acoustics Quiz 7: Vowel acoustics Consonants: Acoustics	Suppl. 3
11	T 11/3 R 11/5	Consonants: Acoustics Consonants: Variation Lab 7: Measuring VOT	Suppl. 4
12	T 11/10 R 11/12	Spectrogram Reading Quiz 8: Consonant acoustics Prosody: Syllables	Ch. 11
13	T 11/17 R 11/19	Prosody: Stress Prosody: Intonation Quiz 9: Spectrogram reading	
14	T 11/24 R 11/26	Prosody: Tone THANKSGIVING BREAK	
15	T 12/1 R 12/3	Human Hearing Quiz 10: Prosody acoustics Speech Perception Lab 8: Measuring f0	Ch. 12 Ch. 13
16	T 12/8	Speech Perception Quiz 11: Human hearing	
Finals	M 12/14	Quiz 12: Speech perception	

Supplemental Readings:

1. Peterson, G. E., & Barney, H. L. (1952). Control methods used in a study of the vowels. *Journal of the Acoustical Society of America*, 24, 175-184.
2. Hagiwara, R. (1997). Dialect variation and formant frequency: The American English vowels revisited. *Journal of the Acoustical Society of America*, 102, 655-658.
3. Lisker, L., & Abramson, A.S. (1964). A cross-language study of voicing in initial stops: Acoustical measurements. *Word*, 20, 384-422.
4. Peterson, G. E., & Lehiste, I. (1960). Duration of syllable nuclei in English. *Journal of the Acoustical Society of America*, 32, 693-703.