Course Outline

Department of English
The Chinese University of Hong Kong

ENGE 2510: English Phonetics and Phonology

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Teaching Assistants:
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eLearning/Course Announcements:
We will be using Blackboard Learn as the eLearning platform in this course. Blackboard Learn will be used for a) dissemination of course materials including the course textbook and audio files, discussion questions, weblinks, and additional materials, b) class discussion, c) Q & A, and d) course announcements.

You can access Blackboard Learn at: https://elearn.cuhk.edu.hk/

A demonstration of how to access Blackboard Learn to post and respond to announcements, download resources, and use the discussion and Q & A forum, will be given in the first lecture.

We will also be using Padlet and Kahoot! during lectures and tutorials.

Course Description:
This course introduces students to basic concepts in phonetics, the scientific study of speech, and in phonology, the study of sound patterns in various human languages, with principal emphasis on the English language. Students will gain an understanding of the articulatory mechanisms for producing consonants, vowels, as well as stress and intonation. They will be introduced to the International Phonetic Alphabet, and sounds from a variety of languages as well as varieties of English. In the phonology part of the course, students will analyze the patterns governing the distribution of sounds

in different languages. Students will learn to use various technology (a course website, acoustic software analysis programmes) to analyze real language data. A major aim of this course is to enable students to transcribe English words and utterances, and to develop an appreciation of the diversity and systematicity of sound structure in human language and particularly, across varieties of English worldwide.

Learning Outcomes:
By the end of the course, students should be able to:

1) Understand the segmental aspects of English and apply the principles of the description and classification of speech sounds to English consonants and vowels;
2) Understand the role, use, and symbols of the International Phonetic Alphabet (IPA) and apply the IPA to the transcription of English words;
3) Understand the suprasegmental aspects of English, such as English stress, rhythm, and tone patterns, and apply these aspects to the transcription of English words, phrases, and sentences;
4) Understand the differences between phonetics and phonology and explain basic phonological concepts;
5) Apply their understanding of basic phonological concepts to the development and analysis of different varieties of English;
6) To use technology, including the course website as well as acoustic analysis tools, to analyze authentic language data;
7) To work in teams to collect, analyze, and disseminate findings from research using real language data;
8) To understand differences in varieties of English worldwide and to be able to demonstrate these differences through the analysis of their own English speech data;
9) To understand differences in the phonetics and phonologies of different varieties of English.

Learning Activities:
A variety of learning activities will be employed in this course. Lectures will be a combination of presentation of course content, interactive tasks (individual, pair, or group) and hands-on learning activities, and discussions. Tutorials are interactive, and initially focus on listening and recognition activities to practice course content, and then move to acoustic analysis and transcription activities for English words, phrases, and sentences, to enable students to apply and demonstrate knowledge of English phonological rules. Audio and video files are employed in both lectures and tutorials to illustrate various sounds. Out-of-class learning activities include homework assignments and tutorial exercises as well as web-based learning activities and discussions accessible via Blackboard Learn (see above under e-Learning).

We will also be using my website, *English Accents Worldwide*, throughout the course to discuss differences in vowel inventories and consonant productions across varieties of English, as well as Kahoot! and Padlet for sharing and discussing sound files, tasks, and poster presentations.

The following workload schedule may help you allocate your time this term:

Lecture	Interactive tutorial	Discussion	Reading/Revising	Preparing assignments/ examinations/ tutorial activities
In class	In class	Out class	Out class	Out class
2 hrs	1 hr	1 hr	2 hrs	3 hrs
M	M	O	O	O

M = Mandatory O = Optional (but highly recommended)

Teaching Mode:
All lectures and tutorial sessions are taught on-site face-to-face. All lectures and my tutorial session will be recorded on zoom or Panopto (mode tbc) and available for reviewing after the lecture/tutorial session. If you are absent from class, please review the relevant videos to catch up with the course materials you missed during your absence(s).

Assessment:
The main goal of this course is to enable you to apply the knowledge you have obtained about English phonetics and phonology to the analysis of **real** speech, and to demonstrate this understanding through a variety of both oral and written tasks. The focus of all the assessments in this course is an analysis of your own English pronunciation, based on a number of smaller tasks leading to the final project. Many of these smaller tasks will be completed with guidance from both me and the TA during lectures and tutorials. It is therefore crucial that you attend all the lectures and tutorials and that you come to both on time, and prepared.

Class attendance and participation:	15%
Task 1 Oral Presentation	20%
Task 2 Oral Presentation	20%
Final Project	45%

Class attendance and participation: Participation is more than just showing up for class (though that is crucial) – it means to verbally contribute to class (lecture, tutorial, and online) discussion, exercises and activities in a constructive and active manner. Please refer to the Department's Guidelines for absences and late assignments.

Task 1:
Task 1 is an analysis of the vowels and rhoticity from a word list/sentence reading task. You will transcribe your own pronunciation of the relevant words and use Praat and Audacity to further analyze the vowels and rhoticity, including creating a vowel chart of your own vowel phonemes. Include your transcription and vowel chart in a brief oral poster presentation of your vowel/rhoticity pronunciation in light of the lecture information (5 minutes maximum per student). The poster and all speech files used in the task must be submitted electronically on the date of the presentation. We will use Padlet to share the poster presentations during tutorial sessions.

Task 2:
Task 2 is an analysis of your pronunciation of selected consonant sounds (for example TH fronting, l/n conflation, flapping, glottal stopping, dark /l/) based on your pronunciation of the relevant words in word list/sentence and reading passage. As with Task 1, you will transcribe your own pronunciation of the relevant words, use Praat and Audacity to analyze the data, and include the transcription in a brief oral poster presentation discussing your own pronunciation in light of the lecture information (5 minutes maximum per student). The poster must be submitted electronically on the date of the presentation along with all the speech files used in the task. We will use Padlet to share the poster presentations during tutorial sessions.

Final project:
The goal of ENGE 2510 is to enable you to ***apply*** what you've learned in class to **real** language analysis and description. To do this, you will record and analyze your own speech by reading a word and sentence list as well as reading passages. We will workshop the project during lectures and tutorials as many of the concepts we learn in lecture will be discussed in reference to and preparation for your final project. You will have opportunities to work on the final project during the tutorial sessions as well as additional 'open lab' hours supervised by the TAs.

The final project can be a group or individual project – you can work in a team of maximum 3-4 students to collaboratively analyze your speech data, and to compare the data for similarities and differences.

Late projects will be penalized 1 point for each day late.

Course Grade Descriptors:
Grade A / Excellent: Outstanding performance on ALL learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to

apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes. Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes. Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes. Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

Required Materials:
You are not required to purchase any materials for this class. All the texts and supplementary materials will be made available through Padlet, Kahoot! and Blackboard. You are highly encouraged to bring a smartphone or other device (computer or iPad are particularly encouraged) to both the lecture and tutorials to enable you to access materials during class.

1) Hansen Edwards, J. G. (2023). *The Sounds of English around the World: An Introduction to English Phonetics and Phonology*. Cambridge University Press.
2) Speech files for Hansen Edwards, J. G. (2023). *The Sounds of English around the World: An Introduction to English Phonetics and Phonology*. Cambridge University Press.
3) Audacity software (free download at: https://www.audacityteam.org/download/)
4) Praat software (free download at: https://www.fon.hum.uva.nl/praat/)
5) *English Accents Worldwide* (accessible at http://www.eng.cuhk.edu.hk/ENGE-EAWW/0

6) Padlet (access given during class)
7) Kahoot! (access given during class)

Recommended Readings & Learning Resources (available online or via the CUHK Library)
Roach, J. (2009). *English phonetics and phonology: A practical course, 4th edition.* Cambridge University Press.
Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics, 7th edition.* Cengage Learning.
Cruttenden, A. (2014). *Gimson's pronunciation of English, 8th edition.* Routledge.
Crystal, D. (2008). *A dictionary of linguistics & phonetics, 6th edition.* Blackwell.
Helpful websites will be posted on a weekly basis on Blackboard.

Feedback for Evaluation:
At the end of the course, students will be asked to complete Course Evaluations for both the lectures and tutorials for ENGE 2510. This information is highly valued and is used to revise teaching methods, tasks, and content. During the term, students are also strongly encouraged to provide feedback on the course via email or meetings with the professor or tutors.

Veriguide:
Each student must upload a soft copy of their Final Project to the plagiarism detection engine Veriguide. The system will issue a receipt that also contains a declaration of honesty (see below). The declaration should be signed and the receipt stapled to a hard copy of the assignment. Assignments without the receipt or the signed declaration of honesty will not be graded.

Academic Honesty:

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 statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:
I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website
http://www.cuhk.edu.hk/policy/academichonesty/

_____ _____
Signature Date

_____ _____
Name Student ID

_____ _____
Course code Course title

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment
This course adopts Approach 2: Use of AI tools is allowed for specific in-class assignments and exercises, as directed by me. You may not use AI tools for your course assignments (OP 1, OP2 and Final Projects) as these projects require original research and analysis.

As relevant, I will inform you of which AI tools are allowed for certain tasks. Please note the following guidelines from CLEAR on the use of AI under Approach 2:

Approach 2 – Use only with prior permission

If teachers find it appropriate for students to use some AI tools in some in-class activities and assignments, students should be clearly informed of (1) which AI tools are allowed; (2) when, how and why these tools can / cannot be used; and (3) how the tools should be cited and acknowledged. Students should also be informed of the limits and appropriate use of these tools.

Use of some AI tools is allowed

Students may use some AI tools in some in-class activities and assignments on the following conditions:

1. The AI tools to be used are restricted to the following tools: (*Specify the AI tools that are allowed. Teachers may also specify which AI tools are not allowed*) ;
2. The specified AI tools will only be allowed for the following types of class activities and assignments: (*Specify the activities and / or assignments*)
3. Collaboration of AI tools is only allowed for the following purposes / tasks: (*Specify the purposes / tasks for which the AI tools can be used or used with certain restrictions, if any*);
4. The input contributed by the AI tools are 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.

Acknowledging support from AI tools
Students are required to acknowledge all functional uses of a generative 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. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, 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 generative 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.

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

Tentative Course Schedule

Week/ Date	Topic	Concepts	Reading	Task/Assign-ment/Tutorial
1.January 10	Introduction to the course	The course syllabus is presented and an overview of the course is given. A description of how to record your speech samples is given.	Appendix A	
2. January 17	English accents	The concept of *accent* in relation to dialects and varieties of English is discussed.	Chapter 1	Chapter 1 exercises; Recording task 1 using Praat or Audacity
3. January 24	History of the English Language	An overview of the history of the English language is presented, with a particular focus on the evolution of English and the emergence of World Englishes.	Chapter 2	Chapter 2 tasks
4. January 31	English Vowels	The English vowels and variation in vowel inventories across varieties of English is introduced. Basics of vowels: Articulation and acoustic analysis of formants	Chapter 3	Chapter 3 exercises; Task 1 assigned Finding formant values in vowels; plotting monopthong vowels using Bark Scale

5. February 7	English Vowels	The English vowels and variation in vowel inventories across varieties of English is introduced. An overview of varieties of English vowels is provided.	Chapter 3	Task 1 recordings due; Task 1 workshopping; plotting diphthongs; Chapter 3 exercises
No classes February 14 for CNY				
6. February 21	Phonemes, Phones, Allophones	The concepts of phoneme, phone, and allophone in this chapter are discussed. This sets the stage for exploring the concept of phonology through vowel variation within varieties of English and phonological rules that govern this variation.	Chapter 3	Task 1 workshopping; Chapter 3 exercises; analyzing vowel inventories
7. February 28	Rhoticity	Defining and measuring rhoticity, particularly in terms of formants, is discussed. A detailed overview of both historical and current patterns of rhoticity in varieties of English is then presented.	Chapter 4	Chapter 4 exercises; formant values for rhoticity
No classes March 6 for Reading Week				
8. March 13	English Consonants	An introduction to English consonants by place and manner of articulation and voicing is presented.	Chapter 5	**Task 1 Oral Presentations**
9. March 20	English Consonants	English consonant phonemes and allophonic variation across varieties of English is presented.	Chapter 5	Chapter 5 exercises, Task 2 is assigned
10. March 27	English Syllable Structure	The concept of the syllable, including onset, nucleus, and coda in syllables is reviewed. Students are introduced to English syllable structure rules.	Chapter 6	Task 2 recordings due; Task 2 workshopping; Chapter 6 exercises
11: April 3	English Syllable Structure; English Stress and Rhythm	The concept of weak versus a strong syllable is presented. Students learn strong-weak syllable rules for English.	Chapter 6, 7	**Task 2 Oral Presentations;** final project assigned
12: April 10	English Stress and Rhythm	Rules of English word stress and their connection to weak and strong syllables are presented. Rhythm and stress in varieties of English is introduced.	Chapter 7	Final project recordings due; final projects workshopped, exercises Chapter 7

13. April 17	English Intonation, Uptalk, and Vocal Fry	Intonation is defined both articulatory and acoustically, with a focus on the relationship among pitch, tone and intonation. The intonation and pitch accent patterns from different varieties of English is then discussed. Uptalk and vocal fry are also examined.	Chapter 8	Final projects, workshopped, exercises Chapter 8
April 18 – May 9: Open lab hours, schedule TBC				

Final projects are due: **Friday May 10 at 5pm**. You must submit a softcopy both to Veriguide as well as in EMAIL format to me by 5pm on the 10th to receive full credit for the project. All sound files used in the final project must be submitted electronically by 5pm on May 10th.