

Phonetics & Phonology (CSD 2209)

Dr. Brian D. McHugh, Associate Professor

Times: TBA [was TTh 11:40-1:20 in F'09 – 4 credits]**Classroom:** TBA**Office hours:** [TBA], and other times by appointment:

- To set up an appointment, best to email me or talk to me before or after class.
- Check Temple's online courseware system, **Blackboard (Bbd)**, for any changes in ofc hrs.

Office location & telephone: Weiss 115, 215-204-8774 (1-8774 from campus)**Email address:** bmchugh@temple.edu

Required Texts: Small, Larry H. *Fundamentals of Phonetics: A Practical Guide for Students*, 2nd ed., Pearson/Allyn & Bacon, 2005. ISBN 0205419127. (abbreviated S)
Be sure to buy the accompanying audio CD!

Davenport, Mike & S.J. Hannahs (2005) *Introducing Phonetics & Phonology*, 2nd ed., Hodder Arnold. ISBN 0-340-8-10459. (abbreviated D&H)

Add'l Readings: Readings from other sources are posted on **Bbd**, accessible through tuportal.temple.edu.**Prerequisite:** Comm Sci 1108 or the equivalent.

Purpose of the course: This course examines phonetics and phonology, the subsystems of language that govern (1) the physical properties of speech sounds and (2) the cognitive representation and function of speech sounds in the grammatical system that underlies spoken language. The learning outcomes this course is designed for are detailed on the **KASA document** that forms the last page of this syllabus, but broadly they amount to (1) the acquisition of a body of knowledge relating to phonetic taxonomy, (2) the mastery of techniques of data description & analysis in phonetics (the study of speech production & perception), (3) **analytical reasoning** skills, and (4) techniques of **data description & analysis in phonology**. Your success in achieving these outcomes is evaluated on the basis of your performance on a series of exams that measure (1) **memorization** of a body of **taxonomic knowledge**, (2) **analytical skills & application of knowledge** to the tasks of **phonetic transcription** and **phonological problem solving**.

KASA: The last page of this syllabus is a form that satisfies the latest bureaucratic demands of the American Speech-Language-Hearing Association (ASHA). If you are taking this course as a prerequisite for graduate study in speech-language pathology or audiology, you must retain and sign this form, and the form will become part of a portfolio that you will eventually need for certification in the field. If you are not going into this field and are absolutely certain that you will never want ASHA certification, you may ignore the form.

Requirements & grading: You will be assigned a series of **approximately 14 ungraded homework** assignments (**mostly due each Thursday**), designed to give you practice with the material, of which you may miss two without penalty. There will be **two midterm** exams or quizzes, most likely in-class: the **first exam** will cover phonetic **taxonomy** (terminology & concepts), while the **second exam** will cover featural and phonemic analysis. In addition, there will be a **cumulative Final Exam** with both **in-class** and **take-home portions**, which will focus primarily on phonetic transcription and more advanced phonological analysis.

Examinations: If, for some **extraordinary** reason, you cannot take a test on the designated date, you must notify me **in advance** of the test and document your reason **extensively**, in order to arrange an alternative time.

Participation: Regular attendance is absolutely essential to your passing the course, as I will often present material, explanations or activities in class that are not duplicated in the readings. Conversely, there may be material in the readings that is not fully covered in class, but which you are expected to learn by doing homework assignments and asking questions in class, by email, or during office hours & appointments. I will therefore be keeping track of your attendance and making note of how active a role you are taking in your learning process by means of either in-class, homework, email or office-hour participation.

Course grades will be based on the following relative weighting:

| | |
|-----------------------------------|-----|
| Participation/Homework/Attendance | 20% |
| Midterm Taxonomy Exam | 40% |
| Final Transcription Exam | 40% |

Tentative Course Outline

| <u>Week</u> | <u>Dates</u> | <u>Topics</u> | <u>Readings</u> | <u>Hwk</u> |
|-------------|-----------------|--|---|------------|
| 1-2 | 8/31-9/9 | Course overview & preliminaries: place of phonetics & phonology in grammar & interdisciplinary context; dialects, prescriptivism, speech vs. writing (orthography), writing systems, natural classes: forming generalizations at core of human cognition | S1-2, Daniels, D&H1, LF15.1, Phonetics Charts | #1 #2 |
| 3 | Tu 9/14 | <i>Last day to drop a course</i> | | |
| | 9/14 | Phonetics overview, sonority hierarchy, syllables | S3 | |
| | 9/16 | English vowel taxonomy, acoustic phonetics | S4, V&C11, D&H5 | #3 |
| 4 | 9/21 | English consonant taxonomy | S5, V&C10 | |
| | 9/23 | Review | | #4 |
| 5 | 9/28 | FIRST EXAM | | |
| | 9/30 | Distinctive features as "digitized" phonetic parameters; binary values, economy principle (Occam's Razor), markedness, redundancy, rules or constraints on possible structures | D&H 6/7*; Schane 33-41, 111-116, Feature Guide (folder 1) | #5 |
| 6 | 10/5 | Feature practice | | |
| | 10/7 | English suprasegmentals & connected speech | S6 | #6 |
| 7 | 10/12 | Phonemic vs. phonetic levels, contrast vs. allophony: evidence from minimal pairs, optional rules (free variation) | D&H 8.2.1, 8.2.3 (folder 2) | |
| | 10/14 | Obligatory rules: complementary distribution as evidence; basic phonological processes: assimilation, dissimilation | Schane pp. 49-61, Katamba 5-6 (f. 2-3) | #7 |
| 8 | 10/19 | Transcription practice: children's & disordered speech | S7, World Phonetics | |
| | 10/21 | Phonemic analysis 1: basic allophony, simple rules | D&H 8, flowchart | #8 |
| 9 | 10/26 | Phonemic analysis 2: more complex environments | (same – folder 2) | |
| | 10/27 | Transcription practice: dialects & foreign accents | S8, V&C12-14 | #9 |
| 10 | M 11/1 | <i>Last day to withdraw from courses</i> | | |
| | 11/2 | SECOND EXAM | | |
| | 11/4 | Basic morphological analysis | Handouts (folder 3) | #10 |
| 11 | 11/9 | Alternations & neutralization: beyond the phoneme; more phonological rule types & processes | D&H 9-9.4, handout (folder 3) | |
| | 11/11 | Syllable structure, phonotactic constraints, stress patterns | D&H 10, folder 4 | #11 |
| 12 | 11/16 | Prosodic domains, fast speech rules, tone & intonation | | |
| | 11/18 | Rule interaction: derivations, rule ordering, levels | D&H 11-12 (folder 5) | #12 |
| 13 | 11/23 | Nonlinear representations of features | | #13 |
| | 11/25 | — NO CLASS: THANKSGIVING | | |
| 14 | 11/30 | Review, transcription practice, spillover | | |
| | 12/2 | Review, transcription practice, spillover | | #14 |
| 15 | 12/7 | Review, transcription practice, spillover | | |
| | [T 12/14 | FINAL EXAM: same room, different time: 10:30-12:30!] | | |

Statement for Students with Disabilities:

Every effort will be made to accommodate students with disabilities. Documentation should be performed by the Office of Disability Resources and Services (DRS) before the first exam, when at all possible. For more information or to contact DRS, call **215-204-8531 (1-8531)** or visit their website: www.temple.edu/disability/

Examination Policy for Non-native Speakers of English:

It is the policy of the Communication Sciences Department to allow students whose native language is not English extra time for the completion of in-class exams. I will also be happy to explain to you any unfamiliar vocabulary or phrasings in my exam questions.

Policy on Academic Honesty:

See the Temple University Code of Conduct, widely available from your student materials, student bulletin, the Dean of Students Office, Student Assistance Office, or online at

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm.

CSD 2209: PHONETICS & PHONOLOGY
Temple University
Knowledge & Skills Acquisition (KASA) Form

Student: _____

Semester: _____ **Instructor:** _____

Successful completion of the above course indicates the acquisition of the following knowledge and/or skills to satisfy the standards of the American Speech Language Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP):

Standard Knowledge & Skills (Competencies)

- III-B By discussion, homework & examination, the student demonstrates acquisition of the following knowledge & skills pertaining to **linguistic** (and to some extent, **acoustic, cultural & psychological**) **bases for human communication processes**:
- (1) a knowledge base for **phonetic description** of segmental and suprasegmental properties of human speech sufficient for subsequent work in phonology, morphology, speech science and applications to speech-language pathology;
 - (1a) knowledge of major types of **phonological processes, distinctive features** and principles of **syllable structure** found in human language, and the role of **markedness** and **naturalness** in a typology of such phenomena;
 - (2) awareness of and sensitivity to **dialectal and registral variation**, an appreciation of the **descriptive** (as opposed to **prescriptive**) nature of linguistic science, and an ability to **detect prescriptivism** in others' statements and **eschew** it in his/her own statements about language;
 - (3) understanding of the **difference** between **speech** itself and **orthographic** representations of speech, and of the **independence** of **orthographic** and **phonological** levels of linguistic representation (as well as their **interdependence** in learned vocabulary and formal speech registers);
 - (3a) an understanding of the difference between the **underlying** or **phonemic** level and the **surface, phonetic** or **allophonic** level of linguistic representation;
 - (4) **competence** in the use of **phonetic transcription** as a practical tool with **accuracy, consistency, speed** and **flexibility** (with regard to differences among major transcription systems in use, including the **IPA**).
 - (4a) **competence** in using methods of **phonological analysis** – an instantiation of **scientific method** – to discover a language's
 - (a) phonological processes,
 - (b) syllable structure constraints,
 - (c) **inventory of contrastive segments ("phonemes")** and their **featural representations**, and
 - (d) **underlying representations** of lexical items,on the basis of evidence from (i) **distribution** of phones,
 - (ii) **alternations** in morpheme shape and
 - (iii) phonetic inventory.
 - (5) **basic** familiarity with the analytical advantages and disadvantages of **major theoretical frameworks** in phonology;
 - (6) **basic** understanding of the applicability of phonological theory to deaf **sign language**.