

Syllabus: Phonetic Analysis (LIN 423H1S /1127H1S)

Instructor:	Dr. Alexei Kochetov
Office:	Sidney Smith 4071
Office Hour:	Monday 4-5 pm (or by appointment)
Email:	al.kochetov@utoronto.ca (see Email Policy)
Class session:	Thursday 2-4 pm, Ramsey Wright 107

Course description

This course is intended to provide students with hands-on experience with main methods of linguistic phonetic analysis, with the goal to prepare them for further phonetic research in the field or in a lab setting. Emphasis will be made on project-based group work and training in writing up experimental results. The students will learn how to examine articulation and make audio recordings of speech sounds, to perform acoustic analysis of vowels, consonants, and suprasegmentals, to analyze articulatory kinematic data, and to design perceptual experiments.

Prerequisites: LIN323H1 and LIN228H1

Readings

Required text:

- Ladefoged, P. (2003). *Phonetic data analysis: An introduction to fieldwork and instrumental techniques*. Cambridge: Blackwell. [Please bring the textbook to all classes.]

Additional required readings – scholarly journal articles or book chapters – will be made available. These will include:

- Johnson, K. (2002). *Acoustic and auditory phonetics*. 2nd Ed. (1st ed., 1997). Oxford: Blackwell. [Chapters 4, 7, 8].
- Fowler, C.A., Sramko, V., Ostry, D.J., Rowland, S.A., & Hallé, P. (2008). Cross language phonetic influences on the speech of French-English bilinguals. *Journal of Phonetics*, 36, 649-663.
- Stone, M. (1997). Laboratory techniques for investigating speech articulation. In W. J. Hardcastle & J. Laver (eds.) *The handbook of phonetic sciences*. Oxford: Blackwell, 11–32.
- Anderson, V., Ko, I., O’Grady, W., & Choo, M. (2004). A palatographic investigation of place of articulation in Korean coronal obstruents. *Korean Linguistics*, 12, 1-24.

Some of these, as well as other useful sources are available at Robarts on course reserve:

- Johnson, K. (2002). *Acoustic and auditory phonetics*.
- Hardcastle, W. J. & J. Laver (eds.). (1997). *The handbook of phonetic sciences*.
- IPA (1999). *The handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.
- Ladefoged, P. (1993). *A course in phonetics* (3rd Ed.)
- Ladefoged, P. & I. Maddieson. (1996). *The sounds of the world’s languages*. Cambridge, MA: Blackwell.
- Rogers, H. (2000). *The sounds of language: An introduction to phonetics*. New York: Longman.

Course Webpage

Access the course website through *Blackboard* (<http://portal.utoronto.ca>). You will need your UTORid and password to log in. Announcements, handouts, sound files, and other materials will be posted here the day before the class session). Students are expected to download and print out handouts before coming to class.

Group homework projects

Project-based learning is an essential element of this course. There will be 2 collaborative homework projects and 1 individual project, each resulting in a written report. The work on the projects and discussion of the results will occupy much of the class time. The class will be divided into research groups who will work on Projects 1 and 2 together. Each research group will submit one copy of the report, which should include the rationale for the project, the method employed, and a summary of the research findings. The reports are due at the beginning of the class on dates listed below. Late reports or reports submitted by fax will not be accepted. Submissions of relevant data (images, spreadsheets with measurements and sound files) may also be required.

A note on group work. Each group member is responsible for the entire content of the jointly submitted report, and therefore the mark given to a group will be recorded for each member. Students who fail to participate fully in their group's work, however, may be assigned a grade of zero for a particular report. Further, each group member's performance will be evaluated at the end of the course as part of peer evaluations (see below).

Term test

There will be a term test involving in-class analysis and description of novel acoustic and/or articulatory data using the methods discussed in class and employed in homework projects. The test will be closed-book. The primary goal is to test students' knowledge of theoretical concepts and practical skills, and to evaluate their ability to work independently.

If you miss the test for reasons beyond your control, you must contact the instructor or your TA by email within 24 hours of missing the test/quiz to explain the reason and provide the appropriate documentation. You will be given further instructions at that time. In case of illness/injury, the appropriate documentation includes an official UofT medical certificate (<http://www.artsci.utoronto.ca/current/undergraduate/forms/certificate.pdf>) and a printout of the Absence Declaration made on ROSI. These must be submitted within 1 week of missing the test. No other documentation will be accepted. In the absence of appropriate documentation submitted within 1 week, a student will be automatically assigned a mark of zero.

Term paper (graduate students)

Graduate students are required to write a term paper, a 20-page (double-space, 12-point font size, 1" margins) report documenting results of a phonetic analysis of a relatively large dataset. This can be an extension of the work done in class or on a group project. It may also involve collecting and analyzing novel data. (In this case, you will need to receive ethics approval for your project; please see the instructor for details.) If you plan to collect new data, you are strongly encouraged to try to replicate a published study (using an established design and method) rather than create your own experiment from scratch. The latter is not possible given the course time frame. The format of the paper will be discussed later in the course. Please meet with the

instructor to discuss your topic not later than February 3, and submit a 1-page outline of the project by February 10. Be prepared to report on the progress of your project every week. The due date is April 25, Monday, by noon. No extensions will be given; papers turned in after the due date/time will lose one partial point for each day late (e.g., A- → B+).

Participation

Regular attendance and active participation in class work and discussion are essential to successful completion of this course. Peer evaluations of group members' work will account for one third of the participation grade.

Evaluation

Undergraduate

Group reports (2)	20% (8% + 12%)
Individual report	30%
Term Test	40%
Participation	<u>10%</u> (3% from peer evaluations)
	100%

Graduate

Group reports (2)	15% (6% + 9%)
Term Test	25%
Term paper	50%
Participation	<u>10%</u>
	100%

Grading policy

The Department of Linguistics uses the “Refined Letter Grade Scale”, defined in section A.c.ii of the appendix to the University Grading Practices Policy. It should be noted that when numerical raw scores are used in marking, the numerical equivalents in the grade tables ‘are not to be used to translate a score to a grade directly’ (University Grading Practices Policy, Part 1, section 5).

Course Expectations

- Students are expected to attend all class sessions and to arrive on time. Students are expected to have read all assigned readings before class. Handouts will provide a skeletal treatment of the course topics; students are expected to take their own notes. The term test will require students to refer to readings, handouts, and their own notes.
- Plagiarism – the act of claiming someone else’s work as one’s own – is a serious matter and will be dealt with accordingly. Any work submitted for course credit must be your own (or part of your official group work in case of project reports). If a student is found guilty of plagiarism or other form of academic dishonesty on a test or report, the student will receive a grade of zero for the work in question. Additional penalties can include failure of the course and suspension from the university.

Email Policy

- All email correspondence must be sent from a University of Toronto email address. The subject line should begin with “LIN423” or “LIN1127” and the body of the message should include your full name. Anonymous messages or messages sent from an account other than

utoronto.ca will not be answered. Before sending us an email, please check whether the Syllabus or the webpage contain the answer to your question.

- Due to the large volume of email we receive, it may take me a day or two to respond to your message. Please also note that I do not respond to email in the evening or on weekends. That is, if you send a message on Friday afternoon, we may not be able to reply until the following week.

Course schedule

Please note that the schedule may change if we need to spend more or less time on certain topics.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Activities/work due</i>
1	Jan. 13	1. Collecting articulatory and acoustic data	L Ch. 1, 4.5	
2	Jan. 20	- Place in fricatives & affricates	L Ch. 2, Anderson 2004	Recording session 1 @ SS573(A)
3	Jan. 27	2. Acoustic analysis - Fricative spectra	L Ch. 6, J Ch. 7	
4	Feb. 3	- Voice onset time in stops	Fowler 2008	
5	Feb. 10	- Vowel duration & spectra	L Ch. 5	Group Report 1 due Recording session 2 @ SS573A
6	Feb. 17	- Tone and intonation	L Ch. 4.1-4.4, J Ch. 8	
7	Feb. 24	Reading Week		Paper proposal (graduate)
8	Mar. 3			Term test
9	Mar. 10	3. Analysis of kinematic articulatory data	L Ch. 8, Stone 1997	Group Report 2 due
10	Mar. 17	- Coarticulation	L Ch. 2	
11	Mar. 24	- Articulation of fricatives & affricates	TBA	
12	Mar. 31		TBA	
13	Apr. 7	4. Perceptual experiments	J Ch. 4	Individual Report due (undergraduate)
	Apr. 25, Mon., noon			Term paper due (graduate)

L = Ladefoged 2003; J = Johnson 2002; see page 1 for details on the readings.

Important Dates:

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| January 23 | Last day to add spring courses. |
| March 13 | Last day to drop spring courses without academic penalty. |