

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2024 / 25**

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**Part I Course Overview**

**Course Title:** Phonetics and Phonology

**Course Code:** LT5401

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL5401 Phonetics and Phonology

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course covers two areas of the study of sounds of languages, phonetics and phonology, and their interrelationship. Phonetics, the study of the articulatory, acoustic and physiological properties of speech sounds, provides the basis for phonological analysis of the structures and patterns of the sounds in languages. Also dealt with in the course are the methods of analysis of phonetic and phonological data in a variety of languages.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Apply competently the knowledge of phonetics and phonology (i) to carry out analysis of phonetic data and (ii) to derive sound patterns and to formulate phonological rules in languages.		✓	✓	✓
2.	Offer innovative teaching of phonetic properties of sounds in languages and method of transcribing sounds using the IPA symbols.		✓	✓	✓
3.	Offer innovative teaching of structural aspects of the sounds and method of formulation of phonological rules and derivation of sound patterns in languages.		✓	✓	✓
4.	Create innovative applications of phonetics and phonology to language teaching, speech therapy, and speech communication.		✓	✓	✓
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<b>Weekly lectures</b> (i) Presentation of phonetic properties of speech sounds in languages and the IPA symbols; (ii) audio-visual demonstrations of the articulatory and phonatory characteristics of speech sounds; and (iii) presentation of interrelationship between phonetics and phonology and method of phonological analysis of phonetic data.	✓	✓	✓	✓			2 hours
2	<b>Weekly tutorials</b> (i) Practice of (a) transcribing speech sounds using the IPA symbols and (b) phonological analysis of phonetic data; (ii) discussion of solutions to the problems of phonetic and phonological analysis; and (iii) explaining phonetic and phonological concepts and interpretation of results of data analysis.	✓	✓	✓	✓			1 hour
3	<b>Take-home assignments</b> (i) IPA transcription of speech sounds and phonetic description of the sounds and sound systems of languages; and (ii) analysis of phonetic data for phonological rules and sound patterns in languages.	✓	✓	✓	✓			Bi-weekly
4	<b>Term paper</b> Description of the phonetic and phonological characteristics of the sounds and sound system of a language.	✓	✓	✓	✓			
5	<b>Final quiz (2-hour)</b> (i) Application of the knowledge of phonetics and phonology to the study of sounds and sound systems of languages; (ii) proficiency in transcribing speech sounds using the IPA symbols; and (iii) ability to solve phonological problems and make phonological generalizations.	✓	✓	✓	✓			

#### 4. Assessment Tasks/Activities (ATs)

*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
<b>Continuous Assessment: 100%</b>						
<b>Coursework 1:</b> Take-home assignments	✓	✓	✓	✓	30%	
<b>Coursework 2:</b> Term paper	✓	✓	✓	✓	30%	
<b>Coursework 3:</b> Final quiz (2-hour)	✓	✓	✓	✓	40%	
					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Take-home assignments	1.1. Capacity for self-directed learning to perform phonetic and phonological analysis	Excellent analytical ability	Good analytical ability	Average analytical ability	Limited analytical ability	Poor analytical ability
	1.2. Proficiency in IPA transcription of speech sounds	Full knowledge of the IPA symbols and excellent skill in phonetic transcription	Good knowledge of the IPA symbols and good skill in phonetic transcription	Some knowledge of the IPA symbols and average skill in phonetic transcription	Minimal knowledge of the IPA symbols and limited skill in phonetic transcription	No knowledge of the IPA symbols and poor skill in phonetic transcription
2. Term paper	2.1. Ability to make lucid and effective presentation of the phonetic and phonological characteristics of the sounds and sound system of a language	Excellent writing skill in presenting ideas and arguments	Good writing skill in presenting ideas and arguments	Average writing skill in presenting ideas and arguments	Limited writing skill in presenting ideas and arguments	Poor writing skill in presenting ideas and arguments
	2.2. Application of the integrated knowledge of phonetics and phonology (i) to analyze phonetic data and (ii) to derive sound patterns and formulate phonological rules in a language	Show profound phonetic and phonological knowledge of the language being described	Show good knowledge of the phonetics and phonology of the language being described	Show some knowledge of the phonetics and phonology of the language being described	Show minimal knowledge of phonetics and phonology of the language being described	Show no knowledge of the phonetics and phonology of the language being described
3. Final quiz	3.1 Application of theories and concepts of phonetics and phonology in the study of sounds and sound systems of languages	Excellent competence in the application of phonetic and phonological knowledge	Good competence in the application of phonetic and phonological knowledge	Average competence in the application of phonetic and phonological knowledge	Limited competence in the application of phonetic and phonological knowledge	No competence in the application of phonetic and phonological knowledge
	3.2. Demonstration of command of the subject matters and course content	Excellent command of the subject matters and course content	Good command of the subject matters and course content	Average command of the subject matters and course content	Limited command of the subject matters and course content	No command of the subject matters and course content

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Take-home assignments	1.1. Capacity for self-directed learning to perform phonetic and phonological analysis	Excellent analytical ability	Good analytical ability	Below average analytical ability	Poor analytical ability
	1.2. Proficiency in IPA transcription of speech sounds	Full knowledge of the IPA symbols and excellent skill in phonetic transcription	Good knowledge of the IPA symbols and good skill in phonetic transcription	Limited knowledge of the IPA symbols and below average skill in phonetic transcription	No knowledge of the IPA symbols and poor skill in phonetic transcription
2. Term paper	2.1. Ability to make lucid and effective presentation of the phonetic and phonological characteristics of the sounds and sound system of a language	Excellent writing skill in presenting ideas and arguments	Good writing skill in presenting ideas and arguments	Below average writing skill in presenting ideas and arguments	Poor writing skill in presenting ideas and arguments
	2.2. Application of the integrated knowledge of phonetics and phonology (i) to analyze phonetic data and (ii) to derive sound patterns and formulate phonological rules in a language	Show profound phonetic and phonological knowledge of the language being described	Show good knowledge of the phonetics and phonology of the language being described	Show limited knowledge of the phonetics and phonology of the language being described	Show no knowledge of the phonetics and phonology of the language being described
3. Final quiz	3.1 Application of theories and concepts of phonetics and phonology in the study of sounds and sound systems of languages	Excellent competence in the application of phonetic and phonological knowledge	Good competence in the application of phonetic and phonological knowledge	Below average competence in the application of phonetic and phonological knowledge	No competence in the application of phonetic and phonological knowledge
	3.2. Demonstration of command of the subject matters and course content	Excellent command of the subject matters and course content	Good command of the subject matters and course content	Below average command of the subject matters and course content	No command of the subject matters and course content

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Articulatory phonetics, speech sound segments (consonants, vowels, glides, diphthongs), suprasegmentals (tones, stress, intonation), International Phonetic Alphabets (IPA symbols), phonetic and phonological representations, phonological data analysis, phonological theories.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Ladefoged, Peter and Keith Johnson (2015). A COURSE IN PHONETICS (7 <sup>th</sup> ed.). Stamford, CT: Cengage Learning.
2.	IPA (1999). HANDBOOK OF THE INTERNATIONAL PHONETIC ASSOCIATION: A GUIDE TO THE USE OF THE INTERNATIONAL PHONETIC ALPHABETS. Cambridge: Cambridge University Press.
3.	Pullum, Geoffrey. K. and William A. Ladusaw (1996). PHONETIC SYMBOL GUIDE (2 <sup>nd</sup> ed.). Chicago: The University of Chicago Press.
4.	Davenport, Mike and S.J. Hannahs (2020). INTRODUCING PHONETICS AND PHONOLOGY (4 <sup>th</sup> ed.). Oxford: Routledge.
5.	Kenstowicz, Michael (1994). PHONOLOGY IN GENERATIVE GRAMMAR. Oxford: Blackwell Publishers.
6.	Dawson, Hope C., Michael Phelan (2016). LANGUAGE FILES: MATERIALS FOR AN INTRODUCTION TO LANGUAGE AND LINGUISTICS (12 <sup>th</sup> ed.). Columbus: Ohio State University Press.
7.	Roach, Peter (2009). ENGLISH PHONETICS AND PHONOLOGY (4 <sup>th</sup> ed.). Cambridge: Cambridge University Press.

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Ladefoged and Sandra Ferrari Disner (2012). Vowels and Consonants (3 <sup>rd</sup> ed.) Malden, MA: Wiley-Blackwell
2.	Ladefoged, Peter and Ian Maddieson (1996). THE SOUNDS OF THE WORLD'S LANGUAGES. Oxford: Blackwell Publishers.
3.	Catford, John C. (2001). A PRACTICAL INTRODUCTION TO PHONETICS (2 <sup>nd</sup> ed.). Oxford: Oxford University Press.
4.	Hardcastle, William J., John Laver, and Fiona E. Gibbon (eds.) (2010). THE HANDBOOK OF PHONETIC SCIENCES (2 <sup>nd</sup> ed.) Chichester: Wiley-Blackwell.
5.	Goldsmith, John, Jason Riggle, and Alan C.L. Yu. (eds.) (2014). THE HANDBOOK OF PHONOLOGICAL THEORY (2 <sup>nd</sup> ed.). Chichester: Wiley-Blackwell.
6.	Gussenhoven, Carlos and Haike Jacobs (2017). UNDERSTANDING PHONOLOGY (4 <sup>th</sup> ed.). Oxford: Routledge.
7.	Hayes, Bruce (2009). INTRODUCTORY PHONOLOGY. Oxford: Wiley-Blackwell.
8.	de Lacy, Paul (ed.) (2007). THE CAMBRIDGE HANDBOOK OF PHONOLOGY. Cambridge: Cambridge University Press.
9.	UCLA Phonetics Lab's data on the sounds of the world's languages <a href="http://www.phonetics.ucla.edu/index/sounds.html">http://www.phonetics.ucla.edu/index/sounds.html</a>
10.	Website of the International Phonetic Association <a href="http://www.internationalphoneticassociation.org">http://www.internationalphoneticassociation.org</a>
11.	Journal of the International Phonetic Association <a href="https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association">https://www.cambridge.org/core/journals/journal-of-the-international-phonetic-association</a>