



**UNSW**  
SYDNEY

Australia's  
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University



# LING5024

The Sound System of English

Term Three // 2020

## Course Overview

### Staff Contact Details

#### Convenors

| Name       | Email  | Availability              | Location | Phone                     |
|------------|--|---------------------------|----------|---------------------------|
| Clair Hill | <a href="mailto:clair.hill@unsw.edu.au">clair.hill@unsw.edu.au</a> | Please contact via email. | TBA      | Please contact via email. |

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

## **Course Details**

**Credit Points 6**

### **Summary of the Course**

In this course, you will explore the patterns of spoken English. You will first examine the formation of sounds and the sounds that make up the English sound system. You will then build from single sounds to the combination of sounds into syllables and the role of syllables in English rhythm, that is, the melodic contour of sentences. You will also examine the construction of words from sounds and the combination of words into phrases and sentences. Finally, you will explore what takes place above the sounds, that is, accentuation and intonation in both formal and colloquial contexts. This course has applications for linguists who evaluate and annotate spoken language data in language/linguistics industries, interpreters working in multilingual settings with English speakers, teachers of English as a second language, and those who wish to know more about English phonetics and phonology.

### **Course Learning Outcomes**

1. describe the key features of the English sound system including accentuation and intonation.
2. analyse linguistic data and argue the merits of that analysis.
3. compare colloquial and formal patterns of spoken English.

### **Teaching Strategies**

The course is taught as a weekly three hour seminar. Half of the seminar presents the conceptual knowledge of the patterns of spoken English. In the second half of the seminar, you will work with speech samples in which you will apply the conceptual knowledge to the actual production and comprehension of spoken English.

# Assessment

## Assessment Tasks

| Assessment task | Weight | Due Date            | Student Learning Outcomes Assessed |
|-----------------|--------|---------------------|------------------------------------|
| Project         | 50%    | 18/11/2020 06:00 PM | 1,2,3                              |
| Take home test  | 35%    | 07/10/2020 06:00 PM | 1                                  |
| Presentation    | 15%    | Not Applicable      | 2                                  |

## Assessment Details

### Assessment 1: Project

**Start date:** Not Applicable

**Details:**

Students will work with speech samples throughout the term analysing the speech according to course topics. There are three assignments that comprise the project. Total number of words is approximately 3000. Students receive written feedback.

This is the final assignment for attendance purposes.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 2: Take home test

**Start date:** Not Applicable

**Details:**

The test covers the content of readings and seminar discussion of them. 2 hours. Students receive written feedback.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Assessment 3: Presentation

**Start date:** Not Applicable

**Details:**

15 - 20 minutes. Students receive written feedback.

**Submission notes:**The presentations will be rostered into the schedule.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

| Date                                | Type    | Content   |
|-------------------------------------|---------|---|
| Week 1: 14 September - 18 September | Seminar | <ol style="list-style-type: none"><li>1. Course introduction and requirements</li><li>2. Overview of next week's readings: Reading Set 1</li><li>3. Activity with Australian slang (handout)</li><li>4. Laboratory work: Hypocoristics A</li></ol>  |
| Week 2: 21 September - 25 September | Seminar | <ol style="list-style-type: none"><li>1. Discussion of Reading Set 1</li></ol> <p>Australian English</p> <p>Kidd, E., Kemp, N., &amp; Quinn, S. (2011). Did you have a <i>choccie bickie</i> this <i>arvo</i>? A quantitative look as Australian hypocoristics. <i>Language Sciences</i>, 33, 359-368.</p> <p>Kidd, E., Kemp, N., Kashima, E., &amp; Quinn, S. (2016). Language, culture, and group membership: An investigation into the social effects of colloquial Australian English. <i>Journal of Cross-Cultural Psychology</i>, 47, 713-733.</p> <ol style="list-style-type: none"><li>2. Overview of next week's readings: Reading Set 2</li><li>3. Lecture: Conversational Processes in Spoken English (Part 1)</li><li>4. Laboratory work: Hypocoristics B</li></ol> |
| Week 3: 28 September - 2 October    | Seminar | Discussion of Reading Set 2   |

|                                 |            |   |
|---------------------------------|------------|---|
|                                 |            | <p>Production and Perception</p> <p>Fowler, C. &amp; Housom, J. (1987). Talkers' signaling of "new" and "old" words in speech and listeners' perception and use of the distinction. <i>Journal of Memory and Language</i>, 26, 489-504.</p> <p>2. Overview of next week's readings: Reading Set 3</p> <p>3. Lecture: Conversational Processes in Spoken English (Part 2)</p> <p>4. Laboratory work</p> <p>Poster Design</p> <p><a href="https://www.youtube.com/watch?v=1c9Kd_mUFDM">https://www.youtube.com/watch?v=1c9Kd_mUFDM</a></p> <p>5. Provide access to the test due in week 4</p> |
| Week 4: 5 October - 9 October   | Assessment | No face to face hours. The test is due by 6:00 p.m. on 7th October  |
|                                 | Reading    | Independent work. Assigned readings on "Mate" and "Mateship"  |
| Week 5: 12 October - 16 October | Reading    |   |
| Week 6: 19 October - 23 October | Seminar    | <p>1. Discussion of Reading Set 3</p> <p>Production and Perception</p> <p>Lieberman, P. Some effects of semantic and grammatical context on the production and perception of speech. <i>Language and Speech</i>, 6, 172-187.</p> <p>2. Overview of next week's readings: Reading Set 4</p> <p>3. Laboratory work</p>  |

|  |                |  |
|--|----------------|--|
|  |                | <p>Trump Speech Patterns (Believe me)</p> <p><a href="https://www.youtube.com/watch?v=cpxCl8yJgE">https://www.youtube.com/watch?v=cpxCl8yJgE</a></p> <p><a href="https://www.youtube.com/watch?v=phsU1vVHOQI">https://www.youtube.com/watch?v=phsU1vVHOQI</a></p> <p>Children's DIY Approach to Language Learning</p> <p><a href="https://theconversation.com/parents-can-help-but-children-take-a-diy-approach-to-learning-language-53035">https://theconversation.com/parents-can-help-but-children-take-a-diy-approach-to-learning-language-53035</a></p>   |
| <p>Week 7: 26 October - 30 October</p> | <p>Seminar</p> | <p>1. Discussion of Reading Set 4</p> <p>Infants</p> <p>Kuhl, et al. (2006). Infants show a facilitation effect for native language phonetic perception between 6 and 12 months. <i>Developmental Science</i>, 9, F13-F21.</p> <p>Thiessen, E., Hill, E., &amp; Saffran, J. (2005). Infant-directed speech facilitates word segmentation. <i>Infancy</i>, 7, 53-71.</p> <p>2. Overview of next week's readings: Reading Set 5</p> <p>3. Laboratory work</p> <p>Accents in Australia</p> <p><a href="https://theconversation.com/gogglebox-and-what-it-">https://theconversation.com/gogglebox-and-what-it-</a></p> |



|                                    |         |   |
|------------------------------------|---------|---|
|                                    |         | <p><a href="#">tells-us-about-english-in-australia-75295</a></p> <p>4. Oral presentations as rostered</p>   |
| Week 8: 2 November - 6 November    | Reading |   |
| Week 9: 9 November - 13 November   | Seminar | <p>1. Discussion of Reading Set 5</p> <p>Accented Speech</p> <p>Hawthorne, K., Järvikivi, J., &amp; Tucker, B. (2018). Finding word boundaries in Indian English-accented speech. <i>Journal of Phonetics</i>, 66, 145-160.</p> <p>Porretta, V., Tucker, B., &amp; Järvikivi, J. (2016). The influence of gradient foreign accentedness and listener experience on word recognition. <i>Journal of Phonetics</i>, 58, 1-21.</p> <p>2. Overview of next week's readings: Reading Set 6</p> <p>3. Laboratory work</p> <p>Posh accents</p> <p><a href="https://theconversation.com/posh-accent-discrimination-and-employment-in-australia-43527">https://theconversation.com/posh-accent-discrimination-and-employment-in-australia-43527</a></p> <p>4. Oral presentations as rostered</p> |
| Week 10: 16 November - 20 November | Seminar | <p>1. Discussion of Reading Set 6</p> <p>Yu, W., &amp; van Heuven, V. (2017). Predicting judged fluency of consecutive interpreting from acoustic measures. <i>Interpreting</i>, 19, 47-68.</p>   |

2. Laboratory work

Politicisation of English Proficiency

<https://theconversation.com/the-politicisation-of-english-language-proficiency-not-poor-english-itself-creates-barriers-98475>

Language and the Justice System

<https://theconversation.com/language-puts-ordinary-people-at-a-disadvantage-in-the-criminal-justice-system-79934>

3. Oral presentations as rostered

## **Resources**

### **Prescribed Resources**

The course readings are journal articles available through UNSW library.

### **Recommended Resources**

Book – Sound Patterns of English by Linda Shockey. Blackwell Publishers.

### **Course Evaluation and Development**

MyExperience surveys are the primary means for students to provide feedback to the course convenor. Informal surveys may also be used. Based on previous evaluations, we have changed course materials and assessments.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

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## CRICOS

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## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.