Course Guide

Course Code: LEL2B: *Phonetic Analysis and Empirical Methods*

2014-2015

Course Organizer:
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Course Secretary:
Ms Paula Philip (p.philip@ed.ac.uk)

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1. Course Aims and Objectives

The broad principle aims of LEL2B are to introduce you to quantitative, instrumental and statistical tools for studying speech, and more generally to introduce you to some of the issues that arise when we try to take empirical evidence from speech as the basis for descriptive statements about how language works. More specifically, LEL2B introduces you in some detail to practical phonetic work and to variationist sociolinguistics.

2. Intended Learning Outcomes

By the end of the course, you will have learned

- to interpret instrumental records of speech, especially spectrograms;
- to understand the elements of acoustic theory as applied to speech analysis;
- to understand how speech sounds vary in connected speech contexts;
- to use basic acoustic analysis software such as Praat;
- to recognise and produce a wide range of speech sounds used in human languages;
- to apply basic skills in phonetic transcription;
- to think quantitatively about language;
- to formulate hypotheses about various aspects of language behaviour;
- to think clearly about the kinds of data required for testing such hypotheses;
- to collect such data, using consistent and replicable methods;
- to summarise the results of data collection and to link those results with theoretical claims about language processing.

3. Lecture Times and Locations

In LEL2B, you will attend both lectures and tutorials. Lectures will be held in 7 Bristo Square, Lecture Theatre 1. Tutorials will usually be on Thursdays, except during Weeks 1, 2, and 6, where we will meet for lecture at the usual time and place (10am – 11am, 7 Bristo Square, LT1). In the second part of the course, tutorials become extremely important, as you will be working on your class project together with other students in your tutorial group. The times and locations for the Tutorials will be announced during the first week of class and will depend on which Tutorial group you attend. In the schedule below, any time slot which is not labelled “Tutorial” will be held in 7 Bristo Square.
<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Weds</th>
<th>Thurs</th>
<th>Fri</th>
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<tbody>
<tr>
<td>1</td>
<td>15/09 - 19/09</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
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<td>22/09 - 26/09</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
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<tr>
<td>2</td>
<td>29/09 - 03/10</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
<td>10-11 Ear Training</td>
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<tr>
<td>3</td>
<td>06/10 - 10/10</td>
<td>10-11 Acoustic Phonetics</td>
<td>10-11 Acoustic Phonetics</td>
<td>10-11 Acoustic Phonetics</td>
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<td></td>
<td>13/10 - 17/10</td>
<td>10-11 Acoustic Phonetics</td>
<td>10-11 Connected Speech</td>
<td>10-11 Connected Speech</td>
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<tr>
<td>4</td>
<td>20/10 - 24/10</td>
<td>10-11 Connected Speech</td>
<td>10-11 Connected Speech</td>
<td>10-11 Connected Speech</td>
</tr>
</tbody>
</table>
4. Lecture Content

The course is divided into two blocks: a **Phonetic Analysis** block and an **Empirical Methods** block. The Phonetic Analysis block three distinct but related components: practice with producing, perceiving and transcribing the sounds of the world's languages (what is known as *ear training*), an introduction to the theory and methods of *acoustic phonetics*, and analysis of *connected speech* as produced in everyday conversation. In addition to lectures and ear training practice, the Phonetic Analysis block includes a number of tutorial and practical sessions where you will be introduced to the use of the Praat software for acoustic phonetic analysis.

The Empirical Methods block centres around practical issues that arise during data collection and analysis, focusing on social variables in speech. Building on the skills you have practice in the Phonetic Analysis portion of the course, you will practice formulating hypotheses that can be tested against speech data that you collect and analyse. Categorical and continuous measures will be discussed, as well as basic statistical analysis. You will get practice at producing, summarising, and interpreting quantitative results, as well as at linking behavioural data with linguistic theories and claims.

5. PPLS Undergraduate Student Handbook

The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here: [http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf](http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf)

6. Readings

For the Acoustic Phonetics component, readings will be assigned from Peter Ladefoged's *A Course in Phonetics* (5th edition; Harcourt Brace, 2005), which is on Hub Reserve in the library. The amount of reading is quite limited. In addition, each week you will be given one or more exercises to prepare for the following tutorial, and occasionally for lecture. These exercises may take the form of computer-based practicals during your tutorial session. It is very important to attend tutorial and to complete these exercises in time each week in order to stay on top of the material. You will find this course to be just as much about acquiring skills as it is about learning concepts. This means that the exercises in the tutorials are an essential part of what you are to learn. Tutors will not take kindly to requests for extra help from people who do not keep up with the assignments.

For the Empirical Methods component, you will likewise put a large focus on skills alongside formal concepts.
7. Tutorials

Tutorial groups, of around 10-15 students, meet in seminar rooms in the central university area, at various times on Thursday mornings during weeks 4-11. For all of the Tutorials on weeks 3-5, and for some of them during weeks 7-11, you’ll need to bring your laptop, if you have one. If you do not have a laptop, you can check one out from the teaching office for these tutorials. Please pay attention to announcements on Monday lectures about whether you will need your laptop to tutorial that week.

You will need to sign up to a tutorial group within the first few days of the course. Please do this as early as possible, once you have been given relevant instructions. Arrangements – time, place, tutor’s name – will be announced as early as possible after this. Once you have signed up, please stick to the group you are assigned to – it is important to keep numbers in the groups balanced and for tutors to know who to expect. If you have a serious reason to change groups at any point, see the course organiser.

It may be necessary to modify the tutorial groups slightly at the beginning of LEL2B and again for the second half of the course. Be sure to contact the course secretary immediately (contact details on page 1), should you be asked at any point to attend a tutorial at a time you cannot manage.

You are expected to attend all lectures and tutorials. This is especially important in the second half of the course, where the work you do with the other students in your tutorial group will form the basis not only for your mark but for theirs as well. You must notify your tutor and your Personal Tutor as soon as you possibly can of any illness or problem that prevents you from attending classes for more than three days. If illness has seriously affected your written work or class attendance, or made you unable to attend the Exam (on which see Assessment Information below), then you must supply the course secretary or Student Support Officer with written medical evidence as soon as possible. Note that attendance at tutorials in the Empirical Methods section counts directly towards assessment.

8. Assessment Information

Assessment in Linguistics 2B is based entirely on coursework and attendance. There is no cumulative final exam. This may sound great, but it does mean that it is especially important for you stay on top of the work at all times. This is especially true in the empirical methods section, where you will be working in a group and your effort (or lack thereof) will affect the whole group. The coursework, and its weighting in calculating the final mark in Linguistics 2B, is as follows:

- 20%: A class test on phonetics, including transcription of non-English sounds, and multiple choice questions on acoustic phonetics, held in the regular class period on Monday of Week 3.

- 35%: A phonetics project, involving transcription of connected speech, alignment of the transcription with spectrographic records, and an essay, due
on Wednesday of Week 7.

- 35%: An Empirical Methods project on the distribution of sociolinguistic variables in a survey and in recorded speech, assessed via a research report due Monday during the Revision Week.
- 10%: Attendance in tutorials during the empirical methods section.

The phonetics project will be due on Wednesday of Week 7 at 10:00 and the Empirical Methods project on Monday of the Revision Week (also at 10:00). More details will be given out in class.

9. Learn

Learn is the University's virtual learning environment. It allows us to make available electronic course materials to you. It is used for many courses at this university, including LEL2B. You are encouraged to make use of Learn. It is very easy to use, and you can access it from home as well as on the University campus, through MyEd: Learn is located under the Courses tab in MyEd.

Information Services will shortly be making help and support for student users of Learn available online at http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/virtual-environments/learn/students/student-help.

10. Useful Information

The department of Linguistics and English Language (LEL) forms part of the School of Philosophy, Psychology and Language Sciences (PPLS) – see www.ppls.ed.ac.uk for further details. LEL academic staff, and PPLS secretarial and administrative staff, are based in the Dugald Stewart Building (DSB), on Charles Street, between George Square and Bristo Square.

The PPLS undergraduate teaching office is on the ground floor of DSB (room G.06); this is where you can find your course secretary, Frankie Kerr-Dineen, who is your first point of contact for all matters relating to this course. The PPLS Student Support Officers, Miss Sarah Nicol (sarah.nicol@ed.ac.uk) and Miss Mhari Davidson (mhari.davidson@ed.ac.uk), work in Room G.03; you should consult with them if you have queries that relate to your wider degree programme (e.g. you want to change from one course to another). LEL staff offices are on floors 1-3. The main PPLS school administrative office is on floor 7.

The following list gives the names and contact details of those staff members who will
have the most to do with LEL2B. For a full list of staff and for further information about the department, its work, its courses and curricula, and its staff, see www.lel.ed.ac.uk.

<table>
<thead>
<tr>
<th>Mrs Frankie Kerr-Dineen</th>
<th>650 3961</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course secretary</td>
<td><a href="mailto:f.kerr-dineen@ed.ac.uk">f.kerr-dineen@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Josef Fruehwald</td>
<td>650 3983</td>
</tr>
<tr>
<td>Course organiser</td>
<td><a href="mailto:josef.frueh@ed.ac.uk">josef.frueh@ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Alice Turk</td>
<td>650 3484</td>
</tr>
<tr>
<td>(AT)</td>
<td><a href="mailto:turk@ling.ed.ac.uk">turk@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Bert Remijsen</td>
<td>650 6657</td>
</tr>
<tr>
<td>(BR)</td>
<td><a href="mailto:b.remijsen@ed.ac.uk">b.remijsen@ed.ac.uk</a></td>
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</tbody>
</table>

In addition to regular teaching staff, you will also have postgraduate student tutors on this course (see Section 7 above). You will be asked to sign up to a tutorial group via Learn at the beginning of the year. Once you have signed up to a group, you should not change groups unless by arrangement with the course organiser and course secretary. The tutor’s name and contact details for each group will be announced at the beginning of each module.

11. Common Marking Scheme

http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/common-marking-scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Excellent. Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td>Excellent. Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td>Excellent. Very good or excellent in most respects, the work is what might be expected of a very competent student.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td>Very Good. Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Good. The work clearly meets requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Pass. The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Marginal fail</td>
</tr>
</tbody>
</table>
The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Description</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>F</td>
<td>20-29</td>
<td>Clear fail</td>
<td>The work is very weak or shows a decided lack of effort.</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td>Bad fail</td>
<td>The work is extremely weak.</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td>Bad fail</td>
<td>The work is of very little consequence, if any, to the area in question.</td>
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The marking scheme used for all coursework and for degree and resit examinations is the University Common Marking Scheme. The principal grades and descriptors, as approved by the School of PPLS, of the University’s Extended Common Marking Scheme, are as follows.

**A1 90-100 Excellent**
*Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It*
- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

**A2 80-89 Excellent**
*Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It*
- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing
- Shows a high standard of grammar and spelling

**A3 70-79 Excellent**
*Very good or excellent in most respects, the work is what might be expected of a very*
competent student. It
• Explores the topic under discussion fully
• Shows some complex and/or sensitive independent thinking Complexity and or
sensitivity is reflected in the argument
• Demonstrates a sound understanding of the subject matter
• Draws in a wide relevant literature base
• Demonstrates critical analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a good case by means of clear logically structured argument or debate, supported by evidence
• Shows a competent standard of fluent academic writing
• Has, where appropriate, complete and correct referencing
• Shows a good standard of grammar and spelling

B 60-69 Very Good
Good or very good in most respects, the work displays thorough mastery of the relevant
learning outcomes. It
• Demonstrates a good understanding of the area in question
• Draws on adequate references
• Demonstrates good synthesis, analysis, reflection and evaluation of the literature
• Concentrates on the main issues to be addressed
• Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
• Has, where appropriate, complete and correct referencing of sources
• Shows a good standard of grammar and spelling

C 50-59 Good
The work clearly meets requirements for demonstrating the relevant learning outcomes. It
• Shows evidence of sufficient knowledge and understanding of the material
• Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
• Demonstrates limited critical analysis and evaluation of sources of evidence.
• Addresses the area in question clearly and coherently
• Has satisfactory structure, presentation, and expression
• Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass
The work meets minimum requirements for demonstrating the relevant learning outcomes.
It
• Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
• Lacks detail, elaboration or explanation of concepts and ideas.
• Displays limited synthesis and analysis of the literature
• Presents a highly descriptive account of the topic with no real critical analysis
• Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
• Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
• Has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail
The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It
• Does not demonstrate a sufficient level of knowledge and understanding
• Utilises only limited reference sources and offers poor analysis of them
• May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
• Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
• Has an awkward writing style or poor expression of concepts
• Has incomplete or inadequately presented references
• Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail
The work is very weak or shows a decided lack of effort. It
• Displays very poor or confused knowledge and understanding
• Does not address the area in question.
• Presents no argument or one based on irrelevant and erroneous content
• Displays an unacceptable academic writing style and/or presentation
• Has incomplete or inadequately presented references, if any

G 10-19 Bad fail
The work is extremely weak. It
• Displays no knowledge or understanding of the area in question
• Presents incomplete, muddled, and/or irrelevant material
• Provides no coherent discussion of the area in question
• Has incomplete or inadequately presented references, if any

H 0-9 Bad fail
The work is of very little consequence, if any, to the area in question. It
• Is incomplete in every respect.

12. Students on a Tier 4 Visa
As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:
• you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;
• you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;
you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;

- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

- Make sure that your contact details, including your address and contact numbers are up to date in your student record.

- Make satisfactory progress on your chosen programme of studies.

- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Downloads” section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk