

## Syllabus: Introduction to General Phonetics

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Office hours M 2-3, Thr. 2-3 and by appt.  
My office is 2101G Campbell Hall, inside the Phonetics Lab.

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Office hours: T 2-3, W 10-11 and by appt.  
Office hour office: 2209 Campbell Hall

**Prerequisite:** Linguistics 20

**Required text:** Henry Rogers, **The Sounds of Language: An Introduction to Phonetics**  
in ASUCLA bookstore

### Grading and assignments

- A (roughly) 5-minute quiz at the start of each class except first and last, together worth 10% of the final grade.<sup>1</sup>
  - It will normally cover something from the previous lecture and I will tell you in advance what it will cover and how to study.
- 4 required *homeworks*, worth a total of 19% of the final grade.
  - The first one is now posted on the course website and is due in section meeting **Friday 10/4**.
- Class participation (practicing the sounds in class and in section), 2%.
- A *preliminary report* on the term project, 2% of the final grade, due **Mon., 10/28**. Letter graded.
- A preliminary version of your *recording script*, 2% of the final grade, due **Mon. 11/11**. Letter graded.
- *In-class final exam*, worth 15% of the final grade, last class **Wed. 12/4**.
- A *term project* worth 35% of the final grade: Description of the phonetics of a language, based on a recording you will make with a native speaker. Due **Monday 12/9**.
- An individual *phonetic production exam*, worth 15% of the final grade, given by appointment in my office **Wed. 12/11** and **Thurs. 12/12**.

### Rules and regulations

- Any student who plagiarizes or otherwise cheats will be reported to the Dean of Students.

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<sup>1</sup> Rationale: research by psychologists indicates that testing by itself induces learning. For a couple of nice papers on this point, visit <http://www.linguistics.ucla.edu/people/hayes/Teaching/>.

- We may take off credit for late work, though we won't do this if you have a documented excuse such as illness or family emergency. We're also reluctant to sign late-drop forms without this basis.
- Grades will be changed only in the case of genuine, straightforward errors, not on matters of judgment.
- Grading may be done on a curve.
- Classroom procedure: for phonetics we need quiet, so kindly do not use a laptop computer, and please turn off your cell phone before class starts.

### Sections:

F	9-10	Rolfe	3120
F	10-11	Bunche	1265
F	2-3	Rolfe	3115
F	3-4	Rolfe	3115

**Web site:** <http://www.linguistics.ucla.edu/people/hayes/103>. I've linked to this site from the normal CCLE site.

### Reserve readings

- Comrie, Bernard (ed.) 1990. *The World's Major Languages*. Nice basic descriptive chapters on quite a few languages, often a good start for your term project. (You can also learn if Bernard Comrie thinks your language is major!)
- International Phonetic Association. 1999. *Handbook of the International Phonetic Association : a guide to the use of the International Phonetic Alphabet*. The authoritative source. Also a bunch of mini-103 papers, useable as a starting point for yours.
- Rogers, Henry. 2000. *The Sounds of Language*. The text for this course.
- Maddieson, Ian. 1984. *Patterns of Sounds*. Several hundred phoneme inventories, with indices.
- Pullum, Geoffrey and William Ladusaw. 1996. *Phonetic Symbol Guide, 2<sup>nd</sup> ed.* Great for study, and also you can use it to translate almost any non-IPA symbol in IPA, which will help for your term paper. Note: don't ever use the first edition; it's for an obsolete version of the IPA.

Full reserve list, including possible **language sources for term papers**: go to MyUCLA and follow the link.

### Rationale for the course

- This is something every linguist knows how to do; it's part of the basic training in the field.
- It gives you a chance to write an original research paper, thus practicing several essential skills: careful reading of research literature, careful firsthand observation, organizing your results clearly, and writing them up in grammatically correct, highly readable scholarly English. It's the real thing — what professional linguists do!

## Study Hints for Ling. 103

Ling. 103 is harder than Ling. 20. Michael and I want *every student* to do well in the course and we think that with the right approach this should be possible.

- Ling. 103 is hard because you have three “balls to juggle”:
  - Learning the course material (as in 20)
  - Learning to make and hear the sounds
  - Doing the term paper project
    - so budget time for each of the three tasks
- One possibility: consider the traditional “2 to 1” study rule: put in two hours study per hour of class time.
- Try keeping a regular weekly schedule which includes fixed times for studying 103.
- Do more than just the requests made of you in class/on the course web site: learn the material in your own way, on your own.
- For straight study: Do your best to find true, uninterrupted quiet (no cell phones, no cellphone users nearby). Suggestions on finding this precious commodity are welcome — YRL? Earplugs?
- Cover your textbook margins with notes in pencil.
- For phonetics drill: visit the websites I’ll lead you to, using a computer and decent-quality earphones.
- For the paper: study the directions more than once like any other course material; they are worth studying because a paper that succeeds in following the directions is usually a good paper.
- Go to office hours, but don’t go every single time — this tends to lead to problems.
  - *Plan* your office hour visit in advance by jotting down your questions so you are ready.