



**UNSW**  
SYDNEY

Australia's  
Global  
University



# LING5024

Linguistics Approaches to Spoken English

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

| Name      | Email                                                            | Availability             | Location                  | Phone                         |
|-----------|------------------------------------------------------------------|--------------------------|---------------------------|-------------------------------|
| James Lee | <a href="mailto:james.lee@unsw.edu.au">james.lee@unsw.edu.au</a> | Wednesday 3:00 - 4:00 pm | 226 Morven Brown Building | email preferred.<br>9385 1861 |

### School Contact Information

School of Humanities and Languages

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

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

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

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

You will explore the patterns of spoken English. You first examine the formation of sounds and the sounds that make up the English sound system. You 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 also examine the construction of words from sounds and the combination of words into phrases and sentences. Finally, you 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.

### **At the conclusion of this course the student will be able to**

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 two hour seminar. Half of the seminar presents the conceptual knowledge of the patterns of spoken English. In the second half of the seminar students work with speech samples in which they 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 |
|-----------------|--------|---------------------|------------------------------------|
| Presentation    | 15%    | As assigned         | 2                                  |
| Project         | 50%    | 12/06/2018 04:00 PM | 1,2,3                              |
| In-class test   | 35%    | 28/03/2018 05:00 PM | 1                                  |

### Assessment Details

#### Assessment 1: Presentation

**Start date:**

**Length:** 15-20 minutes

**Details:** 15 - 20 minutes. Students receive written feedback.

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

#### Assessment 2: Project

**Start date:**

**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 3: In-class test

**Start date:**

**Length:** 1.5 hours

**Details:** The test covers the content of readings and seminar discussion of them. 1.5 hours. Students receive written feedback.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## 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.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## 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 information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**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>)

## Course Schedule

[View class timetable](#)

### Timetable

| Date                          | Type       | Content                                                                                                                                                           |
|-------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1: 26 February - 4 March | Seminar    | Course Introduction<br>Chapter 1 Setting the Stage                                                                                                                |
| Week 2: 5 March - 11 March    | Seminar    | Read prior to coming to class:<br>Chapter 2 Processes in Conversational English, sections 2.1, 2.2. and 2.3                                                       |
| Week 3: 12 March - 18 March   | Seminar    | Read prior to coming to class:<br>Chapter 2 Processes in Conversational English, sections 2.4, 2.5, and 2.6.                                                      |
| Week 4: 19 March - 25 March   | Seminar    | Read prior to coming to class:<br>Chapter 2 Processes in Conversational English, sections 2.7 and 2.8.                                                            |
| Week 5: 26 March - 1 April    | Assessment | Inclass Test                                                                                                                                                      |
| Break: 2 April - 8 April      | Project    |                                                                                                                                                                   |
| Week 6: 9 April - 15 April    | Project    | Read prior to coming to class:<br>Chapter 3 Attempts at Phonological Explanation                                                                                  |
| Week 7: 16 April - 22 April   | Seminar    | Read prior to coming to class:<br>Chapter 4 Experimental Studies in Casual Speech, 4.1 Production of Casual Speech                                                |
| Week 8: 23 April - 29 April   | Project    | This class is scheduled on a public holiday and as such there is no face to face meeting. I have scheduled a class into Week 6 to accommodate the public holiday. |
| Week 9: 30 April - 6 May      | Seminar    | Read prior to coming to class:<br>Chapter 4 Experimental Studies in Casual Speech, 4.2 Perception of Casual Speech                                                |
| Week 10: 7 May - 13 May       | Seminar    | Real World Applications<br>Read prior to coming to class:<br>Chapter 5. 5.1                                                                                       |
| Week 11: 14 May - 20          | Seminar    | Real World Applications                                                                                                                                           |

|                          |         |                                                                             |
|--------------------------|---------|-----------------------------------------------------------------------------|
| May                      |         | Read prior to coming to class:<br>Chapter 5. 5.2                            |
| Week 12: 21 May - 27 May | Seminar | Real World Applications<br>Read prior to coming to class:<br>Chapter 5. 5.3 |
| Week 13: 28 May - 3 June | Seminar | Real World Applications<br>Interpreting.<br>Reading to be assigned.         |

## **Resources**

### **Prescribed Resources**

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

### **Recommended Resources**

Not available

### **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.

### **Image Credit**

Synergies in Sound 2016

### **CRICOS**

CRICOS Provider Code: 00098G