Prerequisite(s): This course assumes knowledge of phonetics appropriate for an undergraduate introductory course in phonetics.

Course description: The goal of this course is to provide students with broad training in the nomenclature, theory, and practice of articulatory phonetics and Articulatory Phonology. Students in this course will learn about the organs of the vocal tract used in speech production, their function and effects thereof, and theories of their coordination. We will also discuss factors thought to affect speech articulation, including speaker-internal factors (e.g. aerodynamics, coarticulation, speech rate), speaker-external factors (e.g. social information), as well as other factors, such as syllable structure and prosody. Along the way, students will learn about some of the techniques available for studying articulation. Students will design and be assessed on a proposal for novel research related to this topic.

Course goals: The goal of this course is to prepare students for future coursework and/or research on topics relating to speech articulation. By the end of the course, you should be able to:

- understand the basic articulatory components of speech.
- read and evaluate contemporary research in the field of articulatory phonetics and Articulatory Phonology.
- ask informed questions about speech articulation.
- decide what experimental techniques are most appropriate for investigating these questions.

Readings: Required readings, as well as recommended and supplementary readings, are indicated in the Course schedule. These readings will be made available to you through Google Drive. If you will not have access to the internet or to a device on which you can download and read the readings, or if you are idealistically opposed to Google, please contact me to make alternative arrangements.

Recommended textbooks for further study:

Course requirements and policies: Each student taking the course for credit will be assessed on the following requirements.

- Regular attendance in class – your attendance score will start at 10, and will go down 1 point for each class you are absent from without an excuse\(^1\).
- Homework assignments, which will consist primarily of working with data and answering questions relating those data to course themes / readings (3 total at 20 points each).
- A fourth homework assignment which will be either a brief (500 words) project proposal for research related to speech articulation, or a critical summary of a related journal article.

Point and grade distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>&gt;= 93.00 A / 90.00 - 92.99 A- / 73.00 - 76.99 C</td>
</tr>
<tr>
<td>Homework 1-3</td>
<td>3 x 20</td>
<td>87.00 - 89.99 B+ / 70.00 - 72.99 C-</td>
</tr>
<tr>
<td>Homework 4</td>
<td>30</td>
<td>83.00 - 86.99 B / 67.00 - 69.99 D+</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>80.00 - 82.99 B / 60.00 - 62.99 D / 77.00 - 79.99 C+ / &lt;= 59.99 F</td>
</tr>
</tbody>
</table>

All grades above F are considered passing.

Assessment: You will be assessed on four homework assignments. Please turn these in by 5p of the day they are due.

Due dates:
1. Monday July 1: HW1
2. Monday July 8: HW2
3. Monday July 15: HW3
4. Friday July 19: research proposal / critical reading summary

Three of the four assignments will consist of questions related to lectures and required readings. These will be worth 20 points each. The fourth and final assignment will be worth 30 points, and you may either:

- write a brief (1-2 page) proposal for a research project that draws upon some aspect of the course, and ideally, your own research interests. –or–
- read one of the recommended readings from the syllabus and write a critical summary.

Considering time constraints, you are allowed (encouraged!) to work with other students to complete and discuss assigned readings and homework. If you do complete assignments as a team, please indicate all members of the team who should receive credit. Due to the accelerated pace of this course, late homework will not be assessed, but incomplete homework will certainly be accepted.

If at any point, you find that the readings or homework assignments are not challenging enough, just let me know. I am always happy to recommend additional work!

---

\(^1\)Yes, that means you can miss all 8 class sessions and still earn 2 attendance points, but I’ll miss you!
Class schedule

Airflow and aerodynamics: June 24-June 28. Speech, as a sensory stimulus, is carried by sound. In most speech situations, the medium for this sound is air. During these sessions, we learn about the combination of physics and human anatomy that allows humans to initiate and control airflow for speech production.

Required readings


Recommended and supplementary readings


Vocal tract shape: July 1-July 5. Beyond airflow, speech production involves manipulation of the shape of the vocal tract. In addition to controlling and directing the flow of air, the shape of the vocal tract creates unique acoustic signatures that are reflected in the acoustics. During these sessions, we learn how vocal tract shape influences the resonant structures of acoustics. We also learn about the anatomical infrastructure which allows humans to create unique vocal tract shapes.

Required readings


Recommended and supplementary readings


**Articulatory Phonology and speech organ control: July 8-July 12.** Of course, speech production is not simply about the way air moves through a shaped vocal tract, or the muscles that generate those shapes. This week, we learn how speech articulators are controlled during speech – what happens in the body to make the speech organs move? We also read about gestural overlap – what phonetic and phonological processes cause overlap to occur, and what happens when it does.

**Required readings**


**Recommended and supplementary readings**


**Variation: July 15-July 19.** Finally, that variation exists is ubiquitous fact most research in phonetics and phonology, and articulatory matters are no different in this way. During this week, we look at variation that occurs between languages, and between speakers of the same language. We also cover some of the other factors that may influence speech articulation variation, including sociolinguistic factors, L2 status, speech rate, lexical frequency and predictability, among others.

**Required readings**

Recommended and supplementary readings


