



# SPCH13005 Acoustics and Phonetics

## Term 1 - 2020

Profile information current as at 02/10/2022 02:31 pm

All details in this unit profile for SPCH13005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

This unit will focus on acoustic phonetics and phonetic transcription of speech. You will apply this theoretical knowledge to practice in a speech pathology context across culturally and linguistically diverse settings. You will be introduced to basic acoustics related to speech, including the analysis of sound waves and speech samples. You will form an understanding of the relationship between the vocal tract and speech sounds produced, as well as the interface between phonetics, phonology and supra-segmentals. The assessment tasks will require you to demonstrate knowledge and skills in listening to and transcribing both normal and disordered speech using the International Phonetic Alphabet (IPA) and Australian-English vowel symbols, a fundamental skill required when assessing, diagnosing and treating people with speech disorders.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2020

- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Practical Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Have Your Say student satisfaction survey

##### **Feedback**

Students provided extremely positive reports regarding the lecturer's overall teaching style and the clear and organised manner in which she delivered the unit content. They felt that they were given many opportunities to ask questions and to clarify their understanding of different topics.

##### **Recommendation**

The lecturer will endeavour to continue teaching students in a highly engaging and supportive manner, and to encourage them to ask questions and seek feedback as required.

#### Feedback from Have Your Say student satisfaction survey

##### **Feedback**

Students would have appreciated the opportunity to submit draft assignments and/or to further develop specific skills in class prior to being assessed, particularly in areas relating directly to the acoustics content (e.g., spectrographic analyses).

##### **Recommendation**

In future planning, the unit coordinator and lecturer will carefully consider the opportunities that students are given to develop the skills and knowledge required to successfully complete the assessment tasks and achieve the expected learning outcomes for this unit, particularly in relation to the acoustics-related content.

#### Feedback from Have Your Say student satisfaction survey

##### **Feedback**

Students reported that copies of the lecture slides should have been made available earlier and that the classes should have been recorded, to allow students to review the content again in their own time.

##### **Recommendation**

The lecturer will endeavour to upload presentation slides and learning materials to Moodle in a timely manner, to ensure that students have sufficient time to download, print and/or review the content prior to weekly classes. As this is an on-campus unit (not distance), lectures are typically not recorded, however this will be discussed with students and they will be encouraged to take notes and to ask the lecturer to clarify any areas of knowledge that may be unclear.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
2. Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech
3. Identify and describe acoustic principles and properties related to speech.

Competency in acoustic and phonetic analysis of communication samples is a foundation skill that is necessary for success as a practising speech pathologist. The following information describes the range of practice areas and competencies that are linked to this unit's learning outcomes, content and/or assessments:

- **Speech Pathology Range of Practice Areas:** Speech and Voice (Child and Adult)
- **Competencies:** The learning outcomes in this unit contribute to the development of clinical and professional competencies as outlined by Speech Pathology Australia.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%		•	•
2 - Written Assessment - 30%	•		•
3 - Practical Assessment - 40%	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence	•	•	•
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 30%	•	•		•		•				
2 - Written Assessment - 30%	•	•	•	•		•				
3 - Practical Assessment - 40%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

SPCH13005

#### Prescribed

#### Australian English pronunciation and transcription

Edition: 2nd (2017)

Authors: Cox, F. & Fletcher, J.

Cambridge University Press

Cambridge, United Kingdom

ISBN: ISBN-13: 9781316639269

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Tina Janes** Unit Coordinator

[t.janes@cqu.edu.au](mailto:t.janes@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to Week 1, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Tina Janes

Topics:

- Explanation of expectations for the term
- Introduction to Australian English speech production and accents
- Introduction to consonants (voicing, place, manner)
- Revision of terminology
- Exposure to phonemic transcription

Cox, F. & Fletcher, J. (2017). *Australian English Pronunciation and Transcription* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

- Chapter 1 - Introduction to Australian English speech production
- Chapter 2 - Consonants and vowels

## Week 2 - 16 Mar 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 2, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Tina Janes

Topics:

- Review and extension of Week 1 topics
- Introduction to vowels (frontness/backness, height)
- Major classes of sounds
- Introduction to phonemic (broad) transcription of consonants and vowels
- Introduction to different types of transcription - IPA, MD, HCE
- Introduction to suprasegmental features of speech

Cox, F. & Fletcher, J. (2017). *Australian English Pronunciation and Transcription* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

- Chapter 2 - Consonants and vowels (continued)
- Chapter 3 - Syllables, word stress, sentence stress and intonation
- Chapter 4 - Broad transcription of Australian English

## Week 3 - 23 Mar 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 3, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Barbra Zupan - both  
sessions

Topics:

- Introduction to spectrograms
- PRAAT & suprasegmentals (pitch, loudness, duration, coarticulation, stress, etc.)
- Sound and sound transmission
- Properties of sound waves (waveforms, frequency, amplitude, intensity)

Ferrand, C.T. (2014). *Speech Science: an integrated approach to theory and clinical practice*. Upper Saddle River, N.J.: Pearson.

- Chapter 1 - Basics of sound
- Chapter 2 - Resonance

van Lieshout, P. (2003). *PRAAT Short Tutorial: A basic introduction*. Toronto: University of Toronto (aka PRAAT Manual)

## Week 4 - 30 Mar 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 4, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Barbra Zupan - both  
sessions

Topics:

- Acoustic characteristics of consonants
- Acoustic characteristics of vowels
- Spectrographic analysis

Ferrand, C.T. (2014). *Speech Science: an integrated approach to theory and clinical practice*. Upper Saddle River, N.J.: Pearson.

- Chapter 3 - Acoustic characteristics of vowels and consonants

### Week 5 - 06 Apr 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 5, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

**CHANGES** occur this week

#### Session 1 - Thursday 9am to 11am

Lecturer - Barbra Zupan

Topics:

- Spectrographic analysis
- Review of assessment

Ferrand, C.T. (2014). *Speech Science: an integrated approach to theory and clinical practice*. Upper Saddle River, N.J.: Pearson.

- Chapter 3 - Acoustic characteristics of vowels and consonants

#### Session 2 - Thursday 1pm to 3pm

Lecturer - Tina Janes

- Practice phonemic transcriptions
- Introduction to phonetic (narrow) transcription of Australian English
- Understanding the practical application of skills and knowledge acquired this term in a clinical speech pathology setting

Cox, F. & Fletcher, J. (2017). *Australian English Pronunciation and Transcription* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

- Chapter 5 - Narrow transcription of Australian English

Good Friday is this week - no classes  
scheduled

### Vacation Week - 13 Apr 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Study the content from Week 1 through to Week 5 as your quiz opens next Friday at 5pm. This quiz assesses you on the content from Weeks 1 to 6. It will be open from Friday 24th April at 5pm until closure on Thursday 30th April at 11:55pm.

### Week 6 - 20 Apr 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 6, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 - back to our regular  
schedule of Tuesday and Friday  
9am-11am

Lecturer - Tina Janes

Topics:

- Practice phonemic transcriptions
- Continue with phonetic (narrow) transcription of Australian English
- Understanding the practical application of skills and knowledge acquired this term in a clinical speech pathology setting
- Complex articulations
- Transcription of narratives
- Practical activities to reinforce content learned to date

Cox, F. & Fletcher, J. (2017). *Australian English Pronunciation and Transcription* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

- Chapter 5 - Narrow transcription of Australian English (continued)

**Assessment 1** - Quiz opens this **Friday (24/04/20) at 5pm** and will close next **Thursday (30/04/20) at 11:55pm**

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to Week 7, T1, 2020 - SPCH13005 - Acoustics and Phonetics Sessions 1 and 2 (Tuesday and Friday 9am-11am) Lecturer - Tina Janes Topics:</p> <ul style="list-style-type: none"> <li>• Interface between phonetics and phonology (phonotactics, syllable structure, etc.)</li> <li>• Intelligibility and comprehensibility</li> <li>• Comparison of two transcription systems (MD vs HCE)</li> </ul> <p><b>Assessment 1</b> - Quiz will close <b>Thursday (30/04/20) at 11:55pm</b></p>	<p>Cox, F. &amp; Fletcher, J. (2017). <i>Australian English Pronunciation and Transcription</i> (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. Chapter 6 - Evaluation of two broad transcription systems</p>	<p><b>(30%) Online Quiz Acoustics &amp; Phonetics - MUST PASS</b> Due: Week 7 Thursday (30 Apr 2020) 11:55 pm AEST</p>

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Welcome to Week 8, T1, 2020 - SPCH13005 - Acoustics and Phonetics</p> <p><b>CHANGES</b> occur this week. Session 1 (Tuesday 9am to 11am) is your DEADLY EARS visit.</p> <p>Session 2 (Friday 9am to 11am)</p> <p>Lecturer - Tina Janes</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Comparison of two transcription systems (MD vs HCE)</li> <li>• More phonemic and phonetic transcription practice, using MD and HCE systems</li> </ul>	<p>Cox, F. &amp; Fletcher, J. (2017). <i>Australian English Pronunciation and Transcription</i> (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. • Chapter 6 - Evaluation of two broad transcription systems (continued)</p>	

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Welcome to Week 9, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Tina Janes

Topics:

- Speech sounds in Australia and throughout the world
- Further phonemic and phonetic transcription practice

Readings will be specified in class  
and/or on Moodle

Don't forget your Assessment 2 task is  
due next **Tuesday (19/05/20) at  
8am**

### Week 10 - 18 May 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 10, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Tina Janes

Readings will be specified in class  
and/or on Moodle

**(30%) WRITTEN SPEECH ANALYSIS  
TASK - MUST PASS** Due: Week 10  
Tuesday (19 May 2020) 8:00 am AEST

Topics:

- Understanding the practical application of skills and knowledge acquired this term in a clinical speech pathology setting

### Week 11 - 25 May 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 11, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Lecturer - Tina Janes

Readings will be specified in class  
and/or on Moodle

Topics:

- Further phonemic and phonetic transcription practice and revision of term topics
- Continuing the practical application of skills and knowledge acquired this term in a clinical speech pathology setting

### Week 12 - 01 Jun 2020

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Welcome to Week 12, T1, 2020 -  
SPCH13005 - Acoustics and Phonetics

Sessions 1 and 2 (Tuesday and Friday  
9am-11am)

Topics:

- Revision and consolidation of content

### Review/Exam Week - 08 Jun 2020

Module/Topic

Chapter

Events and Submissions/Topic

**(40%) PRACTICAL ASSESSMENT  
PHONETIC TRANSCRIPTION TASK -  
MUST PASS** Due: Review/Exam Week  
Monday (8 June 2020) 9:00 am AEST

**Exam Week - 15 Jun 2020**

Module/Topic

Chapter

Events and Submissions/Topic

## Term Specific Information

Welcome to SPCH13005, Acoustics and Phonetics for Term 1, 2020. Your unit coordinator is Tina Janes and your lecturers are Dr Barbra Zupan for acoustics and Tina Janes for phonetics. Please direct all inquiries to Tina Janes as the unit coordinator via email - t.janes@cqu.edu.au and Tina will respond with the appropriate action. As future speech pathologists you will need the skills and content knowledge you are learning in this unit regardless of the population you are working with. It is a challenging but extremely interesting unit and we hope you enjoy learning the content as much as we will enjoy teaching this unit. Ensure you have your textbook for the start of term - Cox, F. & Fletcher, J. (2017). Australian English Pronunciation and Transcription (2nd ed.). Cambridge, United Kingdom: Cambridge University Press. Other resources and readings will be uploaded to Moodle during the term.

## Assessment Tasks

### 1 (30%) Online Quiz Acoustics & Phonetics - MUST PASS

#### Assessment Type

Online Quiz(zes)

#### Task Description

The quiz will open FRIDAY WEEK 6 (24th April) at 5pm and close on THURSDAY WEEK 7 (30th April) at 11:55pm. You will access the quiz via Moodle and it is available for you to complete in your own time from Friday 24th April at 5pm until Thursday 30th April at 11:55pm. However you can only have one attempt and there is a time limit of 60 minutes. Therefore, once you commence the quiz you must be prepared to complete it within the hour. If you have not submitted your responses after 60 minutes, Moodle will automatically do this for you. When your answers are submitted, you will be able to review these responses but you will not be able to change them. You also will not receive immediate feedback, as each question on the quiz will need to be marked manually.

**PLEASE NOTE THAT IF MOODLE DOES PROVIDE YOU WITH FEEDBACK OR ANSWERS IMMEDIATELY FOLLOWING THE COMPLETION OF THE QUIZ, THIS FEEDBACK IS LIKELY TO BE INACCURATE, AS THE QUIZ NEEDS TO BE MARKED MANUALLY BY TINA BEFORE RESULTS ARE RELEASED. ANY IMMEDIATE FEEDBACK PROVIDED BY MOODLE SHOULD THEREFORE BE DISREGARDED.**

Further information regarding the logistics of the quizzes will be discussed during class. You will also be provided with example questions in the lead-up to the quiz and further information about Online Quizzes can be found via the 'Moodle Help for Students' link, also on the Moodle page. In order to pass this assessment item, a minimum total mark of 50% (i.e. 15/30 overall) is required. Note that due to the nature of this assessment task, there is no marking rubric. You will however be given examples of quiz questions during class and you should expect the questions to be based on any topic that is addressed in Weeks 1-6.

#### Number of Quizzes

1

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 7 Thursday (30 Apr 2020) 11:55 pm AEST

Online Quiz available through Moodle from Friday (24/04/20) at 5pm until closure on Thursday (30/04/20) at 11:55pm

**Return Date to Students**

Week 9 Thursday (14 May 2020)

Results will be uploaded to Moodle

**Weighting**

30%

**Minimum mark or grade**

A minimum mark of 50% (i.e. 15/30) is required in order to pass the unit

**Assessment Criteria**

The online quiz will contain a range of multiple-choice, short-answer and/or true/false questions, each of which will be worth a designated number of marks that will be specified on the quiz. Marks will therefore be awarded accordingly, based on the accuracy of your responses. The questions will be based on the range of topics covered in each of the lectures provided in the weeks prior to the quiz (Weeks 1-6) and will relate to both acoustics and phonetics. For example, questions may be related to your knowledge of consonants, vowels, spectrograms, suprasegmentals, sounds and sound waves.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

The online quiz is available on Moodle from Friday (24/04/20) at 5pm until Thursday (30/04/20) at 11:55pm. You will have 60 minutes to complete the quiz once you commence. You will automatically be locked out after 60 minutes.

**Learning Outcomes Assessed**

- Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech
- Identify and describe acoustic principles and properties related to speech.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence

## 2 (30%) WRITTEN SPEECH ANALYSIS TASK - MUST PASS

**Assessment Type**

Written Assessment

**Task Description**

This assessment task constitutes 30% of the unit grade and is designed to provide you with the opportunity to apply the speech analysis skills and the knowledge that you have gained from this unit, to a range of real data. There are three parts to this assessment task and you will need to submit your written responses to all three parts in a single document. You will also need to submit any recordings that you made for part two. Please make sure that this is in a usable format (e.g., WAV or MP3) and is not corrupted. Both the written component and the recording/s must be submitted through Moodle.

**Assessment Due Date**

Week 10 Tuesday (19 May 2020) 8:00 am AEST

Two files to be uploaded to Moodle - one written (word document) and one audio file (WAV or MP3)

**Return Date to Students**

Week 12 Tuesday (2 June 2020)

Results and feedback will be uploaded to Moodle

**Weighting**

30%

**Minimum mark or grade**

An overall mark of 50% (i.e. 15/30) on this task is required to pass the unit

**Assessment Criteria**

The rubric for this task is on Moodle which provides a detailed description of the assessment criteria and allocation of

marks. In summary you are assessed on the following:

- Accuracy and comprehensiveness of your responses to each of the three parts of the assessment task
- Use of conventions including standard of writing, the use of referencing, and the overall presentation

You should use APA referencing and include a reference list at the end of your assignment. Note that the reference list is not included in your word count. You will be provided with specific details of the word counts for each section on the rubric in Moodle.

The marks allocated for each section will be totalled and then converted to a grade out of 30. As this is a MUST PASS assessment a minimum of 50% (i.e. 15/30) is required to pass the unit.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Two files to be uploaded to Moodle - one written (word document) and one audio file (WAV or MP3)

### Learning Outcomes Assessed

- Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
- Identify and describe acoustic principles and properties related to speech.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## 3 (40%) PRACTICAL ASSESSMENT PHONETIC TRANSCRIPTION TASK - MUST PASS

### Assessment Type

Practical Assessment

### Task Description

The complete details of this final assessment piece are on the rubric for Assessment three which can be found on Moodle. You will also have the opportunity to discuss the requirements of this task in class. The assessment has two parts.

#### Part one - Phonetic transcription

- phonetically transcribe a child's recorded speech sample using the correct IPA symbols, including the Australian vowel symbols (according to the Harrington, Cox and Evans (HCE, 1997) system);
- use diacritics to provide specific information about the child's speech production;
- mark primary syllable stress on all multisyllabic words (i.e. words containing two or more syllables); and
- set out your transcription in a clear and logical format that is easy to follow and easy to read.

#### Part two - Analysis report

For this part of the assessment task, you must create a written report that provides an analysis of your transcription. You will need to describe a number of features of the child's speech (such as the way that he/she produces certain sounds/syllables/words) as well as the transcription (such as inconsistencies and patterns that you may have found). Details of these features are included on the rubric for this task and discussed in class. In addition, you will need to provide a narrative description of the articulation of a given segment. Listed below are examples to include in each section.

##### 2.1 Provide a thorough analysis and discussion regarding the child's speech

Use the following prompts to guide your analysis:

- Does the child produce any speech sound errors? That is, does the child say sounds in a way that you would not expect a typical adult speaker of Standard Australian English to produce? Explore this.
- Analyse and discuss the child's use of the following speech features, providing clear examples of each:
  - co-articulation and assimilation
  - syllable stress
  - voicing and devoicing

- syllabic consonants
- prosody
- epenthetic consonants
- /t/ and /l/ allophones
- consonant deletion/elision
- labialisation
- any other interesting features of the child's speech that you noted (for example, her use (or lack of use) of aspiration or release of oral stops)

## **2.2 Discuss, analyse and reflect on features of the phonetic transcript and the phonetic transcription process that you undertook in Part 1**

In your response, reflect and report on the following:

- challenges you faced and difficulties you experienced
- anomalies or inconsistencies you found
- aspects of the transcription process that were straightforward, such as features that were easy to identify and transcribe
- any other points of interest

**2.3 Write a narrative description of the child's articulation** - the recommended word limit for this sub-task is approximately 500 words. You should provide a thorough description of the features of each phoneme within the phrase. When completing this task, you should not only carefully consider place, manner and voicing of each sound produced (for example, the position and movement of the articulators and the involvement of the vocal folds to create voice), but you should also very clearly describe the transitions which occur between each of these phonemes.

### **Assessment Due Date**

Review/Exam Week Monday (8 June 2020) 9:00 am AEST

Uploaded to Moodle

### **Return Date to Students**

Exam Week Friday (19 June 2020)

Feedback and results uploaded to Moodle

### **Weighting**

40%

### **Minimum mark or grade**

A minimum grade of 50% (i.e. 20/40) is required to pass this unit

### **Assessment Criteria**

This final assessment is worth 40% of the overall grade for SPCH13005 and therefore to pass the unit you will require a minimum overall mark of 20/40 (i.e. 50%) on this task. The breakdown of the marking criteria and allocation of marks is provided in detail on the rubric which can be found on Moodle and will be discussed in class. In summary, you will be graded on the following components.

#### **Part 1: Phonetic Transcription**

- There is no word limit that applies to this section of the assignment, as you are just required to transcribe the child's speech sample
- You are not required to transcribe (orthographically or phonetically) the speech of the child's communication partner
- You are not required to transcribe sounds made by the child that are either sighs, grunts or similar non-word noises. You should however still transcribe words that are fillers (e.g. um, ah, oh), as these carry characteristics of real words (e.g. distinct consonants and vowels).
- Consult the criteria on the rubric for details of the marks allocated to each component

The total out of 40 for part one is appropriately converted to a mark out of 16.

#### **Part 2: Analysis Report**

You will be assessed on the accuracy and comprehensiveness of your response to this report, as well as the standard of writing, professionalism, use of referencing (where appropriate), and overall presentation. Any references used should follow APA style and be included in a reference list at the end of your assignment. In order to ensure that this task is kept manageable, the maximum total word limit for Part 2 is 2500 words (note that this includes in-text citations and headings, but not your reference list). However, this total word limit is considered generous and you may therefore find it to be excessive (recommended word limits for each sub-task are provided in the instructions). In your assignment, you may present information in a variety of formats - dot points, tables, etc. are acceptable, provided that they are easy to read and understand.

The total out of 60 for part two is appropriately converted to a mark out of 24.

Your marks from section one (out of 16) and section two (out of 24) are combined to give the total out of 40 for assessment three. As stated earlier to pass this assessment you must achieve 20/40 (i.e. 50%).

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Upload to Moodle

### **Learning Outcomes Assessed**

- Transcribe Australian English connected speech using International Phonetic Association symbols and Australian vowel symbols
- Use anatomical knowledge of the shape and formation of the vocal tract to describe and acoustically analyse speech

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem