LEARNING MODULE DESCRIPTION (SYLLABUS)

I. General Information

1. Module title: Laboratory methods in linguistics
2. Module code: **15-LABML1-EL-11**
3. Module type – compulsory
4. Programme title: **English Linguistics: Theories, interfaces, technologies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 1st
6. Year of studies (where relevant): 2
7. Terms in which taught (summer/winter term): Spring term
8. Type of classes and the number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 30 hours, exercises
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title of the module lecturer/other teaching staff: **dr hab. Geoffrey Schwartz, dr Kamil Kaźmierski**
11. Language of classes: English

II. Informacje szczegółowe

1. Module aims – Knowledge and skills related to laborotory methds in linguistics (primarily phoneitcs)
2. Pre-requisites in terms of knowledge, skills and social competences (where relevant) – Materials from Phonetics and Phonology 1, Experimental Phonetics, and IT for Linguistics 1
3. Module learning outcomes in terms of knowledge, skills and social competences and their reference to programme learning outcomes

Learning outcomes symbol*	Upon completion of the course, the student will:	Reference to programme learning outcomes#
IPH_01	Understands theoretical issues of speech produciton and perception	K_W01
IPH_02	Understands the relationship between articulation, acoustics, and speech perception.	K_W02
IPH_03	Is familiar with research methods in speech production and perception	K_W03
IPH_04	Understands the theoretical issues underlying acoustic phonetics	K_W03
IPH_05	Knows how to extract data from speech corpora	K_U05
IPH_06	Knows how to analyze data from speech corpora	K_U08
IPH_07	Knows the theoretical issues underlying laboratory methods in linguistics	K_W01, K_W02, K_W03, K_W04
IPH_08	Knows how to plan and execute basic experiments	K_U08, K_U09

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POWR.03.05.00-00-Z303/17

1

4. Learning content

Learning content description	Learning content symbol
Theories of speech perception and production	IPH_01
Articulatory-acoustic-auditory relationships	IPH_02
Preparation of peception experiments	IPH_01, IPH_02, IPH_03
The mental lexicon and the acoustic signal	IPH_04
Extraction of data form speech corpora	IPH_05
Analysis of data from speech corpora	IPH_06
Using speech production monitoring techniques	IPH_07

5. Bibliography

- Baayen, R. H. 2007. Storage and computation in the mental lexicon. Goni Jarema and Gary Libben. Elsevier, 81--104.
- Cohn, Abigail C., Cécile Fougeron, MarieHuffman (eds.). 2012. The Oxford Handbook of Laboratory Phonology. Oxford, U.K.: University Press.
- Fromont, Robert & JENNIFER HAY. 2012. LaBB-CAT: An Annotation store.
- Johnson, Keith. 2003. *Acoustic and Auditory Phonetics*. 2nd ed. Blackwell, Oxford.
- Liberman, A.M. & Mattingly, I.G. 1985. The motor theory of speech perception revised. Cognition. **21** (1): 1–36.
- Lieberman, Philip, and Sheila E. Blumstein. 1988. *Speech physiology, speech perception, and acoustic phonetics*. Cambridge University Press.
- Stevens, K. and S. Blumstein. 1979. Acoustic invariance in speech production: evidence from measurements of spectra characteristics of stop consonants. Journal of the Acoustical Society of America 66, 1001-1017.
- Unsworth, S. and E. Blom. 2010 Experimental Methods in Language Acquisition Research. Blom, E. & Unsworth, S. (eds.). Amsterdam: John Benjamins Publishing.

6. Information on where to find course materials

Moodle.

III. Additional information

1. Reference of learning outcomes and learning content to teaching and learning methods and assessment methods

Teaching methods	✔
Lecture with multimedia presentation of various issues	✔
Case studies	✔
Laboratory methods	✔
Research methods	✔
Workshops	✔

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POWR.03.05.00-00-Z303/17

2

Audio/video demonstrations	✔

1. Assessment methods

Methods	Learning content symbols						
Oral examination	IPH_01	IPH_02	IPH_03				
Homework	IPH_01	IPH_02	IPH_03				
Quizzes	IPH_01	IPH_02	IPH_03	IPH_04	IPH_05	IPH_06	IPH_07

2. Nakład pracy studenta i punkty ECTS

Activity types		Mean number of hours* spent on each activity type
Contact hours with the teacher as specified in the programme		10
Students work	Preparation for class	15
	Reading	15
	Preparing written assingments	10
	Preparing projects	10
	Preparation for test	10
	…	
Total		70
ECTS Points		3

3. Assessment criteria in accordance with AMU in Poznan's grading system:

bardzo dobry (bdb; 5,0): the student knows and understands linguistic concepts very well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts

dobry plus (+db; 4,5): the student knows and understands linguistic concepts very well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts, making only minor errors

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POWR.03.05.00-00-Z303/17

3

dobry (db; 4,0): the student knows and understands linguistic concepts well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts to a satisfactory degree, making occasional mistakes

dostateczny plus (+dst; 3,5): the student knows and understands linguistic concepts on a basic level, knows the branches and research methods of the discipline, commands the terminology of the discipline and can make use of it in spoken and written contexts to a satisfactory degree, but makes numerous mistakes

dostateczny (dst; 3,0): the student knows and understands linguistic concepts on a basic level, knows the branches of the discipline and different research methods, commands the terminology of the discipline and can make use of it in spoken and written contexts on a basic level, but makes numerous mistakes

niedostateczny (ndst; 2,0): the student does not know or understand linguistic concepts, does not know the branches or research methods of the discipline, does not command the basic terminology of the discipline and cannot make use of it in spoken and written contexts without making blatant mistakes.

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POWR.03.05.00-00-Z303/17

4