

Linguistics 101: Phonology I  
 Winter 2017  
 SYLLABUS

	<b>Brian Smith</b> <b>Professor</b>	<b>Jed Pizarro-Guevarra</b> <b>Teaching Assistant</b>	<b>Jake Vincent</b> <b>Teaching Assistant</b>		
<b>Office hours</b>	Mon & Tue 10–11 Thursday 10–12	Tue 3–4	Wed 9:30-10:30		
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	<b>Lecture</b>	<b>Sec 1A</b>	<b>Sec 1C</b>	<b>Sec 1B</b>	<b>Sec 1D</b>
<b>Time</b>	MWF 8-9:05am	Th 1:30	Th 5:20	Th 9:50	Th 6:25
<b>Place</b>	PhysSciences 110	Crown Clrm 201	Cowell Acad 216	Cowell Acad 216	Cowell Acad 216
<b>Taught by</b>	Brian	Jed	Jed	Jake	Jake

**GOALS AND LEARNING STYLE**

This course aims to equip you with the tools to understand sound patterns in the world’s languages. Building on the basics you’ve learned in Intro to Linguistics, we’ll look at how languages differ and how to explicitly capture these differences with rules and representations. The emphasis on this course will be equipping you to *do* phonology.

**Objectives:** by the end of the course, you should be able to...

- identify phonotactic patterns—which sounds can occur in which environments in a language
- identify alternations—how a morpheme’s pronunciation changes as its environment changes
- apply ordered rules to underlying forms to derive surface forms
- use features to describe classes of sounds that pattern together
- recognize cases where syllable structure can improve rules
- recognize restrictions that morphology and syntax place on a rule
- describe stress patterns
- **do phonology = analyze data and build a model that makes predictions about the data**

**What you’ll need to remember how to do** from Introductory Linguistics:

- break words into morphemes (including recognizing multiple possibilities and determining the best solution). You can review this in chapter 5 of your Hayes textbook, “Morphology”
- use phonetic symbols. We’ll only practice this briefly. You can review this in chapter 1 of your Hayes textbook, “Phonetics”
- determine whether two sounds are contrastive in some language (two different phonemes), or context-determined variants (allophones) (We will review this the most, but let me know if it is completely new)

**Method of instruction:** this is how things will go (prepare yourself for these things)

- The schedule might change! We'll try very hard to keep due dates and quiz dates the same, but sometimes we'll want to slow down (or speed up!). Unfortunately, this means we might break from the schedule a bit, but we'll try to update the syllabus as we go.
- There will be handouts! Handouts are the traditional tool for teaching phonology. Why not slides? There's a lot of data. We need to keep the board free for discussions and tangents. You really need to *do* phonology to learn it. I'm a better teacher with handouts.
  - Handouts won't correspond one-to-one by class. If we try to get through an entire handout in a class, we'll have less space to explore new ideas that you all find interesting
  - By design, handouts accommodate many different learning styles. Make them your own: write notes on them., highlight things.
  - Also, you should **consider having a notebook** for notes.
- There will be right and wrong answers, but no bad answers! In phonology, we're going to build models of the data: some things work, and some things simply don't. Often, however, there are many correct answers. Important: if you give a solution that doesn't work, that doesn't mean it's *bad*. As you'll see, we'll learn the most when a model doesn't work.
- Likewise, there will be exciting questions, clarification questions, boring questions, confused questions, tangential questions, bizarre questions (and more), but there will be no *bad* questions. Sometimes I'll take advantage of a question and we'll go on a bit of a tangent, but sometimes we won't. It's important to remember: these tangents are an important part of the course, but we won't have time for all of them. If I don't give a satisfactory answer to a question in class (maybe I'll say "oh that's hard, and we're not going to talk about that, but maybe later"), please ask us in office hours if you're curious.
- Please don't use a computer! It makes it harder to teach, and overall, makes it harder to learn.
- If you need special accommodations, let Brian know in writing! Some examples: handouts with larger fonts, use of a computer in class, permission to record lectures, a reserved spot in front of the class. If you don't have official accommodations from the DRC, don't worry: ask us anyway. We're willing to accommodate many small easy things without any documentation. (for DRC accommodations, which include things like extra time on exams, see end of syllabus)
- There's a textbook! Available in BayTree bookstore: Bruce Hayes. 2009. *Introductory Phonology*. Wiley-Blackwell (about \$35 new)
  - textbook readings are meant to serve as background and reinforcement for what we do in class
  - there will be quizzes based on readings (see below)
  - lectures and discussions won't review the reading directly, but we can talk about anything in it that you want to
  - so, write down your questions or comments and bring them up in class and/or section.

**What knowing basic phonology is useful for:**

- studying advanced phonology!
- studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- language learning
- language teaching
- education, especially reading and language arts
- speech and language therapy
- language technology (speech synthesis, speech recognition...)
- studying and creating literature, especially poetry

## Skills you'll work on in this class that are broadly useful in life

- formulating, and communicating in writing, a clear description and analysis of a set of data
- evaluating and comparing different analyses of the same data
- replication: determining how coherent and complete a claim is, testing and extending it
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

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## ADMINISTRATIVE MATTERS

### Grading basis

- 40%: 6 assignments (lowest one dropped)
- 20%: 8 weekly quizzes (lowest two dropped)
- 15%: Midterm exam (a take home exam)
- 25%: Final exam (during finals period: 3hrs)

### Homework

- Weekly phonology problems that will ask you to go *beyond* what we did in class
  - Sometimes this involves considering what we learned in a new light, or looking at a more complicated case than we practiced
  - If the material in class doesn't seem relevant to the homework, you may be missing out on something
- Available on eCommons and due the following *Friday* in class. (note: we changed this)
- You're encouraged to discuss the problems together. Solutions must be written up individually, though. Write the names of your collaborators on your paper.
- No late assignments will be accepted without a valid, documented reason for the lateness (doctor's note, police report, towing receipt, death certificate, etc.).
- If you need an extension, ask for one, but do so *as early as possible*. But: if you turn in an assignment after the original due date, we reserve the right to take as long as we need to grade it.
- **NEVER** e-mail us an assignment, unless we explicitly ask you to. This is to protect you. These e-mails get lost easily, and make everything much more complicated.
- The lowest homework grade will be dropped. This is to reduce stress, give you some room to fail, and let you be a little more creative.

### Quizzes

- 15 minutes long, at the beginning of class, about once a week (see schedule above).
  - Always on Monday
  - To avoid losing class time, I will have to be strict about collecting the quizzes after 15 minutes.
  - Please arrive on time to class so that you have the full 15 minutes!!!
  - Also, latecomers are very distracting to quiz-takers.
- The quizzes will consist of short problems and questions.
- The purpose of having the quizzes is to spread your studying out more evenly and give you more-frequent feedback.
  - If you are keeping up with the readings, you shouldn't need to do any separate studying for the quizzes.
- You may prepare a (double-sided) sheet of notes to consult, but you might not need it.

- The reason I don't allow you to consult all your notes and books during a quiz is that I don't want you to waste time looking for answers that aren't there.
- The lowest two quiz grades will be dropped.
- If you know in advance that you have to miss a quiz day, let me know well ahead of time.
  - If you end up missing a quiz at the last minute (you wake up sick, your car breaks down, etc.), make-up quizzes will require documentation, as above for late homework.

**DRC:** <http://drc.ucsc.edu>

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at [drc@ucsc.edu](mailto:drc@ucsc.edu).

## **TITLE IX**

Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees (including Teaching Assistants, Readers, Tutors, etc.) are "responsible employees" and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required. The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, [care@ucsc.edu](mailto:care@ucsc.edu) can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact Tracey Tsugawa, Title IX Officer, (831) 459-2462, [ttsugawa@ucsc.edu](mailto:ttsugawa@ucsc.edu).

## **NON-SALE OF NOTES**

It has come to our attention that students may mistakenly believe that UCSC is partnered with the company Notehall.com. Please be advised that the campus is not affiliated in any way with Notehall.com or its related site mynotejob.com.

Please note that students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies (Student Judicial Handbook, sections 102.17 and 102.018). Judicial action for violating campus policies may include disciplinary probation, suspension, or dismissal, which may have serious effects on your academic careers. The sale of classroom notes is also a violation of state law (Cal. Educ. Code, section 66450) and may be associated with civil penalties of up to \$25,000 depending on the number of offenses. It may also constitute copyright infringement subject to legal action.

Please do not confuse Notehall.com with the note taker program affiliated with the campus' Disability Resource Center (DRC). The DRC hires note takers for eligible students with disabilities who need notes for a specific class. See <http://drc.ucsc.edu/about/employment/notetaker.shtml> for more information. Notehall.com is in no way affiliated with the DRC.

## **Academic Misconduct**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript.

**Slug Support Program**    <http://deanofstudents.ucsc.edu/slug-support/program/index.html>

College can be a challenging time for students and during times of stress it is not always easy find the help you need. The UCSC Slug Support Program was created to promote early intervention with students of concern to prevent culminating problems from escalating into a crisis. The goal of the Slug Support Program is to identify students of concern and develop an action plan focusing on retention through provision of support and resources. UCSC's Slug Support Program is a two-part, comprised of both an individual Slug Support Coordinator and the Slug Support Team. While the Slug Support Program does not provide counseling directly to students, we work very closely with Counseling and Psychological Services to get students the emotional and psychological support they need.

Referrals to the Slug Support Program can be made both by the student and/or someone in the UCSC campus community. If you are student or know a student who is need of support and/or resources, you can start by navigating to the referral page for instructions on making a referral for our services.

This site has been established to make the UCSC Slug Support Program and available resources more accessible to students, faculty, staff and community members. If you have questions or would like more information on the Slug Support Program, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

Wk	Date	Quiz?	Topics	Hayes textbook	Homework due Friday
1	1/9		Introduction	Ch 1	
	1/11		Phonetics		
	1/13				
2	1/16	No Class: Martin Luther King Day			
	1/18	Quiz	Contrast vs. predictability	Ch 2	HW 1 due
	1/20				
3	1/23	Quiz	Contrast vs. predictability, cont'd	Ch 3	
	1/25				
	1/27				HW 2 due
4	1/30	Quiz	Features	Ch 4	
	2/1				
	2/3				HW 3 due
5	2/6	Quiz	Alternations	Ch 5-6	
	2/8				
	2/10				HW 4 due
6	2/13	Quiz	Rule Ordering	Ch 7-8	
	2/15				
	2/17				Exam out
7	2/20	No Class: Presidents' Day			
	2/22		Productivity	Ch 9	
	2/24				Exam due
8	2/27	Quiz	Phonology's relation to morphology and syntax	Ch 10	
	3/1				
	3/3		Abstractness	Ch 11	HW 5 due
9	3/6	Quiz	Abstractness	Ch 11	
	3/8		Syllables	Ch 13	
	3/10				HW 6 due
10	3/13	Quiz	Stress and syllable weight	Ch 14	Study!
	3/15				
	3/17				
	3/21		<b>FINAL EXAM @ 8-11am in regular classroom</b>		

## SECRETS OF SUCCESS

### Always come to class and section

- Phonology is one of those areas where understanding the concepts isn't enough—you really have to do it.
- Plus, there's nothing like missing a class to make a person feel lost, confused, and out of it.
- Not only do you miss the material from the day you were gone, but you get less out of the next class too, because you're shy about asking questions

### Talk to Brian or TAs

- ...if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.
- Don't be shy about using our student hours. They are time that we have set aside to meet with students; you are never "interrupting" when you come to see us during those hours.
- If those times don't work for you, you can try making an appointment—you'll have better success if you ask at least 2 days in advance.
- It's very inefficient if people skip class then want to make individual appointments. So, if you miss class (unless for a good reason), please use our student hours.

### Talk to your classmates

- Discuss your readings, assignments, projects, ideas. Study together.

### Read the textbook

- The Hayes textbook is really excellent (and short!)—and it was designed for a quarter-long phonology course.
- Educational research suggests that repeated reading is not a good study strategy—the material begins to look very familiar, producing a false sense of mastery
- But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!
- It gives you a chance to see more examples than in class, and to work through them at your own pace.

### Things you should expect

- Readings and problem sets are challenging and take time
- Problem sets go beyond what was in class
- Things might not always perfectly make sense the first time you encounter them

### Things you shouldn't expect

- Concepts seem mysterious
- What's expected of you is unclear
- It's unclear how to proceed, or how to start tackling a problem

When these happen, let us know so we can try to fix it — you'll be doing your classmates a favor