

Syllabus

Time:	Tuesdays & Thursdays 11-12:15
Place:	ST 131
Web:	https://blackboard.ucalgary.ca/webapps/login/
Instructor:	Dr. Suzanne Curtin
Office:	SS 842
Phone:	403-220-3927
Email:	scurtin@ucalgary.ca
Office Hours:	Thursdays 2-3
TA:	Silke Weber
Office:	SS 817
Email:	ksuweber@ucalgary.ca
Office Hours:	TBA

Course Description:

This course is an introduction to phonological description and analysis. Students become familiar with the prevailing theoretical proposals on various aspects of phonological structure including sound systems, assimilation, syllable structure, prosodic structure, stress and tone. Students also learn how to evaluate the relative merits of these proposals by testing them on sets of phonological data. The course should provide a solid basis for conducting further phonological research.

What is phonology?

The study of how languages organize sounds into patterns.

What to expect:

- Phonetics will be covered on an as-needed basis.
- One of the most interesting things about languages is how different they can be from each other. To give you a sense of the range of phonologies out there, we'll see a lot of data from familiar and unfamiliar languages.
- Class sessions will be a mix of lecturing, problem solving, and discussion.

Prerequisite: LING 201

Course Goals:

This course is intended to stimulate an interest in and appreciation for the richness and logic of a human behavior that you experience every day—phonology. Linguists and non-linguists alike should expect intellectual stimulation. The linguists among you will begin to acquire the background necessary for (i) reading and understanding current and past published work, and (ii) carrying out your own research. On the practical side, knowing some phonetics and phonology will be very useful to you if you're interested in language learning, language teaching, acting, singing, speech technology, or speech therapy.

The skills to be developed in this course include the ability to...

- read phonological literature (with help)
- understand phonological argumentation
- evaluate phonological proposals
- work collaboratively with peers
- discuss phonological ideas
- collect and analyze phonological data
- formulate and argue for a phonological proposal
- write up a clear presentation of an analysis
- write an abstract
- write a short paper

Note that many of these skills are highly transferable to other fields and endeavors!

Requirements:

- Homework assignments (9 @ 5% each) 45%
- Project (see below) 35%
 - select topic and meet with Silke by October 16th
 - abstract due November 20th
 - paper due Dec 4th**
- Midterm exams (2) 20%
 - two—like the homeworks, mostly phonology problems

There is no final exam!!

Policies:

• *Homework*

Homeworks will be mostly classical phonology problems, but some will involve reading and responding to part of a phonology article.

Homework assignments will be passed out on Tuesdays and due the following Tuesday at the beginning of class.

You are strongly encouraged to work together. Some weeks I may even make collaboration a requirement. Solutions must be written up individually, though.

I cannot accept late homeworks. This is partly for your own good, to help you avoid falling behind, and partly for fairness: we will discuss the homeworks right after they're turned in.

• *Attendance*

Because class discussions are essential, attendance is required. Please talk with me if you must miss/have missed a class for a legitimate reason (illness, emergency, religious holiday).

Grading Scale. Each exam will be assigned a numerical grade, based on the total number of possible points. The final letter grade will be assigned based on the sum of the total points awarded. The following grading system will be used:

A+	97-100	B+	85-88	C+	73-76	D+	56-62
A	93-96	B	81-84	C	69-72	D	50-55
A-	89-92	B-	77-80	C-	63-68	F	0-49

(See the University Calendar for interpretation of the letter grades.)

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. In this course there will be no rounding up of final grades.

Readings:

Required Textbook:

Gussenhoven, Carlos and Haike Jacobs (2005) *Understanding Phonology* (Second Edition). London: Arnold.

Additional Required Readings

... will occasionally be given as part of the homework.

Readings are meant to serve as background and reinforcement for what we do in class. Lectures won't review the readings, but we will talk about anything in the reading that you want to. So, if you have questions or comments about something in the reading, write them down and bring them up in class

Approximate course outline (topic outline subject to change!)

<i>Week</i>	<i>Date</i>	<i>topics</i>	<i>reading</i>	<i>assignment</i>
1	Sept 9	Introduction; why is there phonology	GJ 2	
	Sept 11	Rules and Constraints	GJ 3	
2	Sept 16	Contrast & Distribution; phonemes & allophones	GJ 4	
	Sept 18	Distinctive Features	GJ 5	
3	Sept 23	Rule Ordering; opacity; conspiracies	GJ 6	# 1 due
	Sept 25			
4	Sept 30	Lexical Phonology	GJ 8	# 2 due
	Oct 2			
5	Oct 7	Tone	GJ 9	# 3 due
	Oct 9	Autosegmental Phonology	GJ 9	
6	Oct 14	EXAM		
	Oct 16	Features and Geometry	GJ 11	topic
7	Oct 21			# 4 due
	Oct 23	Underspecification and Markedness	GJ 12	
8	Oct 28	Moras, syllables, and CV skeleton	GJ 10	# 5 due
	Oct 30	underspecification		
9	Nov 4	Stress and Feet	GJ 13	# 6 due
	Nov 6			
10	Nov 11	NO CLASS		
	Nov 13	Further constraining stress	GJ 14	# 7 due
11	Nov 18			
	Nov 20	Optimality Theory	H/O	# 8 due
12	Nov 25			Abstract
	Nov 27	Phonology above the word	GJ 15	# 9 due
13	Dec 2	EXAM		
	Dec 4	Wrap-up		PAPER

Secrets of success:

- Come to class
There's nothing like missing a class to make you feel lost, confused, and out of it. Plus it's a requirement for this course.
- Talk to me and the TA
...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.
- Talk to your classmates
Discuss your readings, assignments, projects, ideas. Study together.
- Don't fall behind
This one's easy—because homeworks must be turned in on time, you'll automatically stay up to date.

Final project

The purpose of the project is to give you hands on experience being a phonologist. You'll collect phonological data—and perhaps find that phonological behavior isn't as neat and tidy as it looks in textbooks—analyze it, and present your findings in both oral and written form.

Because discovering a phonological phenomenon takes time and luck, you will be *replicating* a previously documented phenomenon.

The format of the project is based on that used by Bruce Hayes in his undergraduate phonology class at UCLA (<http://www.linguistics.ucla.edu/people/hayes/120a/>).

1. Find someone who is willing to be your source of data (“speaker”). It can be a friend, a roommate, a relative, even another student in this class.
2. Find a documented phonological phenomenon in your speaker's native language. Make sure you understand the data as they're laid out in the original article or book, but don't worry about understanding the analysis given there.
Steps 1 and 2 should be done by Oct 30.
3. Elicit the data in the article from your speaker, making careful transcriptions. Does it all match up?
4. Develop an analysis of the data from your speaker, comparing and contrasting your speaker's behavior with the behavior reported in the article.
5. If the data are ambiguous anywhere, elicit additional data from your speaker. You may want to use a dictionary for help, or make up nonsense words (we will discuss how to do this in class).
6. Refine your analysis in light of the new data. Repeat steps 4-6 as necessary.

You will present your findings in a paper to be turned in on the last day of class. We will discuss how to do write a paper in class later, and you'll be given a sample paper.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the

class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Undergraduate Advisor

The Undergraduate Advisor for the department is Dr. Suzanne Curtin. If you need advice on any aspect of the program in Linguistics please contact her at:
ling.undergrad@ucalgary.ca.