

## **Linguistics 4300 Phonology**

WF 2:20-3:40 Jennings 140

Instructor: Dr. Becca Morley  
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Office Hours: TBA

To get to my office: Come in through the glass doors in between Gates 22 and 24 of the Stadium (it will say Linguistics Dept.). Go up one set of stairs to first floor. Take the left branch of the hallway. My office is about halfway down on the left side.

### Course Description:

This course is an introduction to phonology: the study of the sound systems of language. There are two main goals of instruction in this course: 1) to learn how to do phonological analysis, and 2) to develop a familiarity with the types of phonological patterns that occur commonly in languages of the world. In the course of pursuing those two goals we will address issues relating to data collection and sampling, theory building and evaluation, and the conventions and notation employed in language description.

In order to learn how to analyze phonological systems it is necessary to actually look at a number of phonological patterns in diverse languages, that is, to be exposed to a large amount of data. For this reason, this course will be organized along lines very similar to a field methods course. In such a course, a linguist typically has access to a native informant from which he or she can elicit words and sentences of a previously undescribed language. From this corpus, the phonologist then attempts to deduce the inventory of contrastive sounds, their allowable combinations, and how sound segments are altered in certain environments. Similarly, students in this course should approach the material as field linguists, developing their own hypotheses about how individual language patterns are organized, and developing theories about how phonological systems work in general.

There is not a great deal of reading required for this course, nor are there any tests or exams. However, you should expect a fairly heavy workload. The bulk of the class will be taken up with working through a large number of datasets. This will occur through the homework assignments, as well as in-class exercises. This will be a collaborative process, therefore it is crucial that students both attend class, as well as contribute to class discussion.

### Texts:

The first half of the class will be devoted to natural language datasets. For the second half, we will read selections from the following book, which should be available in the textbook section of Barnes & Noble:

*Hayes, Bruce. Introductory phonology. Wiley-Blackwell, 2009.*

### Responsibilities/Grading (percentages subject to adjustment)

- 30%: In-class exercises + Participation in discussions<sup>1</sup>
- 50%: Homework assignments (6): **Hard copies of homework are to be turned in at the beginning of class on the day the homework is due<sup>2</sup>**. You will have 2 weeks to complete each homework assignment. For the first part of the semester I will be assigning you randomly to groups of 3 people<sup>3</sup>. It is my experience that this is the only way to make you realize the advantage of working in groups.
- 20%: Final Typology: TO BE DONE INDEPENDENTLY

The above numbers are only estimates. I take improvement into account, and I grade on a non-penalty curve<sup>4</sup>. Therefore, it is hard for me to provide grade estimates in the middle of the semester. However, if you are concerned about your standing in the class you are welcome to email me and we can discuss how you are faring.

### Data:

You will need to keep a notebook of all data we cover in class or in homework. This will allow you to complete the typology assignment, and will make it easier to do analyses. You should bring this notebook to class every day.

### Note Taking:

You are responsible for keeping track of the analyses we do in class. I will provide handouts with the data, and you should write down – not only your own analysis – but alternate analyses we develop in class. I expect you to be good enough at taking notes that you will be able to do homework problems based on these analyses. If you need more time to write something down, or something isn't clear **let me know**.

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<sup>1</sup> Yes, I really do mean that. Yes, you really need to talk in class. Yes, I will call on you at random.

<sup>2</sup> Unless you have made prior arrangements with me, the following are not acceptable: homework handed in to my mailbox during class, homework handed in halfway through the class. These will both be considered late. See my policy regarding late homework under Expectations.

<sup>3</sup> This is not an attempt to destroy your soul. The groups are designed to make things easier for you, not harder. You are required to make a genuine effort to a) arrange at least one physical meeting with your group members, b) contribute to collaborative discussion of the analysis problems. If your schedule is insane and you can't make it work, do your own assignment, with your own name on it – AND LET YOUR GROUP KNOW. If your group mates are slackers who don't return emails, fail to show up to arranged meetings, or expect you to do all the work, do your own assignment, with your own name on it – AND LET YOUR GROUP KNOW.

<sup>4</sup> However, I can, and have, failed people before. I allot such a large percentage to in-class work in part to give students a better chance of succeeding. This cuts the other way too, however. If you consistently fail to show up, you are sacrificing about 30% of your grade.

### Questions:

I expect you to ask questions if you have them. I rely on you to let me know when what I'm saying doesn't make sense. I will probably slip up and use a term that you don't know from time to time. Ask in class. Come to office hours. Email me if you can't make office hours. Additionally, there will be a discussion forum on Carmen for each homework assignment. Post questions there and I will answer them – within a day, and in most cases within a few hours<sup>5</sup>.

### Thinking:

I expect you to think for yourself in this class. I expect you to try things before we read what the textbook has to say. This is scary. I know. Do your best to get over it<sup>6</sup>. Trust me; by the end of the class you will feel like you've actually learned something<sup>7</sup>.

### Absences:

If you miss class it is your responsibility to track down the material you missed. I recommend contacting a fellow classmate. All handouts will be available online on the Carmen site for this class.

### Late Work:

**Late work is not accepted except in rare instances.** If a health or family related situation arises, let me know and arrangements can be made. Otherwise, if you know you will need to miss class for any reason then you may turn in homework early, and schedule an appointment to go over the missed in-class exercises. This is only an option for unavoidable absences that YOU LET ME KNOW ABOUT AHEAD OF TIME. You should know that I will not be sympathetic to appointments that you suddenly remember the day of class.

### Accommodation:

LET ME KNOW NOW – NOT HALFWAY THROUGH THE QUARTER

If you feel you may need an accommodation based on the impact of a disability, you should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614 292-3307 or in Pomerene Hall 150 to coordinate reasonable accommodations for students with documented disabilities.

### Ethics:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to

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<sup>5</sup> Seriously. This is, habitually, extremely under-utilized. I will answer just about anything here. And if I won't I might even let a classmate of yours answer it. Of course, it does require you to actually start on the homework before 6:00 pm the day before it's due...

<sup>6</sup> I'm here for you. Your classmates are here for you. Walk towards the light.

<sup>7</sup> Provided you've followed the guidelines below.

follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct."

Basic Etiquette:

Here are some things I never thought I would have to teach anyone.

- 1) Do not text in class
  - a. Do not text under the desk (not subtle)
  - b. Do not text while sitting the front row and participating in class discussion (even less subtle)
- 2) Do not address your professor by their first name unless you are given explicit permission. I am now giving you explicit permission to call me Becca. Your other options include the following:
  - a. Dr. Morley
  - b. Um, excuse me?
- 3) Show up to class on time, and if you can't, do not come in late and then come to sit in the front row.

Here are some more things I really never thought I'd have to teach anyone!

- Things that are my job
  - Doing what I can – within reason – to help you learn the material
  - Making my expectations clear
  - Providing feedback on your performance
  - Being consistent and coherent
  - Being responsive to requests and complaints
- Things that are not my job
  - Providing you with up-to-the-minute calculations of your grade
  - Going out of my way to enable you to pass without actually attending class
  - Assisting you to exert the exact minimum amount of effort you need to pass the class
  - Answering basic questions about assignments the night before they are due
- Things That will Seriously Diminish Your Chance of Passing this Class
  - Scheduling work hours during class meeting times
  - Scheduling other classes during class meeting times
  - Attending for the first half of the semester and then assuming you know the drill and don't need to keep coming.

### Obstacles To Success: Common Misconceptions & Maladaptive Strategies:

- Questions should only be asked as an absolute last resort<sup>8</sup>
- Being wrong is the worst thing that could ever happen to me
- Office Hours are for the weak – and should only be utilized once I have bombed on 4 assignments
- Since I can't figure out how to do every problem, and even though I sort of think I know what #4 is about, I'm probably wrong, so I should just not turn anything in.
- Probably everyone else totally knows what's going on, so I should just keep my mouth shut.
- Working in groups is for the lazy. Plus, everyone knows that in the real world I will never have any contact with other humans, so I might as well get used to it now.
- The fact that there is no single right answer means that there is no wrong answer.

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### Technical Details:

You're more than welcome to hand-write your homework, but if you want to be able to make phonetic transcriptions on your computer, you'll need to download some fonts. In fact, you're really going to want not only the font, but some sort of keyboard layout as well for shortcuts.

You can search around online for whatever works best for you, but here are a couple of sites that describe how to download and use different types of ipa fonts:

[http://scripts.sil.org/cms/scripts/page.php?site\\_id=nrsi&item\\_id=encore-ipa-download](http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=encore-ipa-download)

Particularly for mac users:

<http://linguisticmystic.com/2007/03/08/using-ipa-fonts-with-mac-os-x-the-comprehensive-guide/>

### Other Stuff:

Very cool site that has animations and movies of various sounds being produced:

<http://www.uiowa.edu/~acadtech/phonetics/>

Lots of audio files of sounds from around the world:

<http://www.phonetics.ucla.edu/index/sounds.html>

<http://archive.phonetics.ucla.edu/>

IPA chart with clickable symbols for pronunciation:

<http://www.phonetics.ucla.edu/course/chapter1/chapter1.html>

Encyclopedia of (all/most of ) the world's languages:

<http://www.ethnologue.com>

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<sup>8</sup> This is the kind of class where you will probably feel much, much better about things if you ask questions. I like it when you ask questions. Scientists are supposed to ask questions. YOUR GRADE WILL BE BETTER IF YOU ASK QUESTIONS.

Course Syllabus. Subject to some adjustment.

Week	Date	Topics	Languages	Assignments
Week 1	8/26 (W)	What is Phonology? Phonetic Transcription		
	8/28 (F)			
Week 2	9/2 (W)	<b>Inventories I:</b> Minimal Pairs Sound Distributions	Field Language: Tamazight Berber I & II	
	9/4 (F)			
Week 3	9/9 (W)	Phonotactics: ngram statistics #C(C) (C)C# VC(C)V #V V# VV	Field Language: Balangao  Kenyang	
	9/11 (F)			
Week 4	9/16 (W)	Phonotactics con't	Arabela Kishambaa	Homework 1 Due
	9/18 (F)			
Week 5	9/23 (W)	<b>Inventories II:</b> Complementary Distributions [elsewhere condition] Allophones  Notation: // vs. []	Field Language: Axininca Campa  Lhasa Tibetan II	
	9/25 (F)			
Week 6	9/30 (W)	Neutralization Underlying Representations	Mohawk Field Language: Igbo	Homework 2 Due
	10/2 (F)			
Week 7	10/7 (W)	<b>Alternations I:</b> Morphemes & Allomorphs	Ga Koasati Misantla Totonac	
	10/9 (F)			
Week 8	10/14 (W)	Catch Up Day		
	10/16 (F)	<b>NO CLASS—AUTUMN BREAK</b>		

Week 9	10/21 (W)	Morphophonology: URs	Marghi Samoan	Homework 3 Due
	10/23 (F)			
Week 10	10/28 (W)	Alternations II: Underlying Representations Rule Notation	Korean Keley-i	
	10/30 (F)			
Week 11	11/4 (W)		Koromfe	
	11/6 (F)			Homework 4 Due
Week 12	11/11 (W)	<b>NO CLASS—VETERANS DAY</b>		
	11/13 (F)	Diagnostics: Selecting between analyses	Yawelmani Redux	
Week 13	11/18 (W)	Features, Phonemes, & Syllables	Lebanese Arabic Kashmiri	
	11/20 (F)			Homework 5 Due
Week 14	11/25 (W)	<b>NO CLASS—THANKSGIVING</b>		
	11/27 (F)			
Week 15	12/2 (W)	Features, Phonemes, & Syllables Alpha Notation Symbol Set		
	12/4 (F)			Homework 6 Due
Week 16	12/9 (W)	Descriptive vs. Explanatory Adequacy Possible & Impossible Languages		
<b>FINALS (Fri. 12/11 – Thurs. 12/17): Typology Due</b>				