

**Rather than me going through the roster, then giving you time to introduce yourselves to each other, then going over the syllabus, I think it will be more efficient and less boring to do it all at once.**

Your job: Tear off this front page, then work with two of your neighbors to fill it in (both sides—no need to turn it in). Meanwhile, I'll circulate and interrupt your group to meet you individually.

1. What are your two neighbors' names?
2. Find one thing you have in common with each of them (you're both from Oakland, you both have a younger brother in high school, your favorite sports team is the Raiders, your favorite language is Indonesian, the last thing you cooked was pasta...get as creative as you need to!)
3. Before you look at the syllabus, what pressing question(s) do you have about the class?
4. When are homeworks due?
5. How do you take quizzes?
6. What do you have to do to get a B on the "skills" portion of the course?
7. What happens if you miss a quiz or don't turn in a homework?

8. Where can you find tips on avoiding plagiarism in your term paper?
9. What is an activity in the future where you might use material from this course?
10. What is something you can do to boost your success in this course?
11. What do you need to remember from Ling 20, 102/103, and 119A/120A, and how can you review if you're rusty?
12. Tear off the student info sheet at the end of the syllabus. Help each other write your names in IPA on the it, then fill out the rest of that sheet on your own and hand it in to Kie (keep this sheet for yourself)

**Were you able to answer your question(s) from #3?**

## SYLLABUS

**Time/place** *Lecture:* Mondays and Wednesdays, 2:00-3:50 Pacific Time. Bunche 3211  
*Section:* Fridays, 2:00-2:50 or 3:00-3:50. Public Affairs 2317

**Taught by** *Prof.: Kie Zuraw* *T.A.: Noah Elkins*  
 ['kʰaj 'zəɪ, ɔ] ['nowʌ 'elkɪnz]  
 pronoun: *she* pronoun: *he*

**Student hours** Mon & Wed 10:30-11:30 TBA  
 Campbell 3122A or Zoom

**Email** kie@ucla.edu noahelkins1@g.ucla.edu

**Web** log in to [bruinlearn.ucla.edu](https://bruinlearn.ucla.edu)

*This course aims to get you to the point where you can understand current **articles and talks** in phonology, conduct your **own research** in phonology, use current phonological frameworks for your research and studies in other areas of language, and apply your knowledge of phonology to **practical problems**. We will focus on **connecting** phonological theory to four areas: cognitive science, articulatory phonetics, speech planning, and syntactic structure.*

**What to remember from previous courses**

- Use phonetic symbols
- Use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc.
  - **you can review in chapter 2 of textbook**
- Given surface data...
  - identify and analyze *phonotactic patterns*
  - identify and analyze *alternations*
  - decide underlying forms and morpheme boundaries (**review ch. 7**)
- Use *features* to capture classes of sounds that pattern together (**review ch. 5 & 6**)
- Identify probable *syllable structure*
- Determine what your analysis *predicts*, and what data could test those predictions
- Compare different analyses of the same data
- *Explain* your analysis, with well-chosen *example derivations*
- Project skills
  - Find and (with help) understand a published source describing phonology of a language you're interested in
  - Recruit a speaker
  - Make and transcribe a decent-quality recording

- Use Praat to verify transcriptions acoustically [I'll post a video tutorial if anyone hasn't used Praat]
- Write a paper describing your original phonological research

**What is knowing phonology useful for?**

- 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 and song lyrics

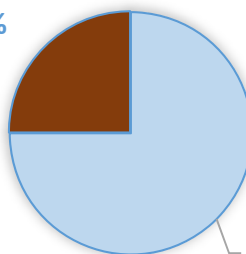
**What higher-level skills will we work on?**

- Formulating, and communicating in writing, a clear description and analysis of a set of data
- Evaluating and comparing different analyses of the same data
- Metacognitive skills: assessing your knowledge and skills, monitoring your progress

## Course requirements/grades

Project includes **milestones** you turn in (by uploading to CCLE) throughout the quarter and get individual feedback on.

Project:  
25%



Skills mastery:  
75%

### Skills mastery

There are **38 skills** to be mastered in this course. To show that you've mastered a skill, correctly answer a question testing it on a quiz, exam, or assignment. You'll get **multiple opportunities** to demonstrate mastery of each skill, with no penalty for wrong answers.

We'll talk more about this, and I'll show you how the **gradebook** works and how to use it to track your progress. In the meantime, you can see the **list of skills** on BruinLearn.

Why do this? a growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. I want us to do better!

*We published an article about it! See Zuraw, Aly, Lin & Royer 2019, here:*

<https://linguistics.ucla.edu/people/zuraw/#Papers>

### How does this translate into a number?

- Middle of B range (85%): demonstrate proficiency on all 38 skills
- Middle of A range (95%): proficiency on all 38 skills, plus advanced proficiency on 10
- formula:  $final\_skills\_percentage = 47 + \#\_of\_skills\_mastered + \#\_of\_skills\_advanced$

### Opportunities you'll get to demonstrate skills

- 8 **quizzes** (we may add more if needed)
  - On BruinLearn, to be completed on your own time, within a 48-hour window. Open book, open notes.
- 6 **homework** assignments
  - Include advanced sections, for demonstrating advanced proficiency
- **Midterm** exam (online like quizzes): will provide opportunities for all skills seen so far, except those that everyone is already proficient in
- **Final** exam (during exam slot): will provide opportunities for all skills, except those that everyone is already proficient in

## Policy stuff and mechanics

There are two philosophies of grading: an assessment of how well you've mastered the material vs. an incentive system to make you do things that should help you master the material.

I'm going with the "assessment" model, so there are no explicit grades for **attendance**. If you miss class though, it does hurt your learning and thus your grade

**Quizzes** will be posted on BruinLearn. They'll require you to open a Google Doc, save your own copy, fill it in, make a PDF, and upload the PDF.

You can practice all this with a practice quiz.

You'll have a 30-minute window to complete the real quizzes, any time from 10 AM Monday to 10 AM Wednesday (Pacific Time).

If you have a time accommodation, please have CAE notify me ASAP so I can set it up.

In the quizzes, you can consult your book and notes, but not each other or any other person.

Same format for **midterm** and **final exam**, except different schedule (see course schedule grid below)

**Homework assignments** will be posted on BruinLearn at least a week in advance, and you'll upload your answers as a PDF by Friday evening.

You're encouraged to discuss the homework together. But solutions must be **written individually**.

**Late passes:** It's not feasible for your TA to just accept homework whenever, but at the same time we need to build in flexibility. Everyone gets **two** late passes that allow you to turn in a homework assignment, or do a quiz, **up to a week late**. I suggest waiting to spend them until some week when your circumstances are more difficult than your baseline. When you want to spend a late pass, just e-mail Kie and Noah to let us know. BruinLearn will let you submit late work, but it will count only if you've told us you want to spend a late pass on that piece of work

What happens **if you miss a quiz**? Don't worry about it! You can try those same skills again in the future.

Suspected cases of **plagiarism or other cheating** will be sent directly to the Dean of Students; I believe it is fairer for them to talk to the student and weigh the evidence than for me to.

See project instructions for tips on how to avoid plagiarism.

## Secrets of success

### *Attend class and section*

Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it. I will record lectures, since I know things can happen and keep you from attending, attending live and participating in the activities will be less boring.

### **Block out time for course work**

Take some time to block out your ideal week for this quarter. For each hour, do you plan to be sleeping? Commuting? In class? Working? Relaxing? **Doing class work?**

This tells you if your quarter is feasible: if you weren't able to block out a few hours a week for "work on LING 165A", then you've got a problem

It also lets you be present with whatever you're doing, since you know that's your time to do that thing, and other activities have time set aside for them.

### *Talk to Kie, Noah, and each other*

...if you don't understand something, you have an idea, you disagree with or are intrigued by something you've read ... Start with the **Discussion forum** on BruinLearn. Who knows, maybe a fellow student will answer your question before Noah or Kie gets there.

Don't be shy about using our **student hours**. They are time we have set aside for you!

### *Manage your attention*

All the research seems to show that (i) humans think we're good at multi-tasking, and (ii) humans are **really bad at multi-tasking**. Try to give class your full attention (that means put away devices, turn off notifications)—you'll learn more and it's also exercise for your attention muscles.

If you are watching recordings, I suggest preparing a **distraction-absorber**. For me, in meetings and lectures, it's knitting. The idea is to find something that requires *no* brainpower or decision-making (and doesn't need your eyes too much), but will stop you from picking up your phone. Shelling peas?

I recommend taking notes on the paper handout itself rather than on a laptop. It will work better practically, and reduce distraction to you and your neighbors.

### **Read the textbook—strategically**

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!

Reading the textbook will give you a chance to see more examples than in class, and to work through them at your own pace.

**Gussenhoven & Jacobs *Understanding Phonology*. 4<sup>th</sup> edition (2017).**

*\$20 and up used, \$42 new, \$35 electronic*



### Course outline

Week	Date		Topics	textbook	Work due Fridays
Theme: connecting phonological grammar to cognitive science					
1	Mar. 28		Constraints <ul style="list-style-type: none"><li>Why constraints</li><li>Problems with combining rules and constraints</li><li>Constraint-only theory: Optimality Theory (OT)</li></ul>	(ch. 3)	(nothing due)
	Mar. 30				
2	Apr. 4	quiz #1	Optimality Theory basics <ul style="list-style-type: none"><li>Syllable structure constraints</li><li>Factorial typology</li></ul>	ch. 4, 5	HW: OT warmup Project: topic declaration
	Apr. 6				
3	Apr. 11	quiz #2	Segmental phonology Contrast, phonemes & allophones in OT	no reading	HW: OT syllables
	Apr. 13				
Theme: connecting phonological grammar to articulatory phonetics					
4	Apr. 18	quiz #3	Tones and autosegmental phonology	ch. 9, 10	HW: OT segments Project: source report
	Apr. 20				
5	Apr. 25	quiz #4	Tones and autosegmental phonology, cont'd	no reading	HW: tone Project: elicitation plan
	Apr. 27				
6	May 2		MIDTERM EXAM (no class) Take it some time between 2:00 PM May 2 and 2:00 PM May 4. You'll have 3 hours (should only take 2)		
	Theme: connecting phonological grammar to speech planning				
	May 4		Lexical phonology: lexical vs postlexical		(nothing due)
7	May 9	quiz #5	Lexical phonology, cont'd <ul style="list-style-type: none"><li>cyclicity</li><li>finer-grained levels</li></ul>	ch. 8	Project: elicitation report
	May 11				
8	May 16	quiz #6	Dealing with opacity	ch. 13	
	Theme: connecting phonological grammar to syntactic structure				
	May 18		Phonology above the word		HW: lexical phonology
9	May 23	quiz #7	Phonology above the word, cont'd <ul style="list-style-type: none"><li>domains bigger than the word</li><li>phonology-syntax interface</li></ul>	ch. 12	Project: draft abstract
	May 25				
10	May 30	quiz #8	Holiday—no class	no reading	HW: phonology above word
	Jun. 1	Wrap-up, review, and prospect			
exam week			FINAL EXAM Take it some time between 8:00 AM June 8 and 8:00 AM June 10. You'll have 4 hours (should only take 3)		Project: Turn in paper and recording by midnight Friday

**Student information sheet:** please fill out and turn in

1. Name (i.e., how you want us to address you, even if different from what is shown in roster):

\_\_\_\_\_

2. Name in IPA (don't forget to mark stress, **tone**, or pitch accent, depending on the language!):

\_\_\_\_\_

If your name is Korean, adding the hangeul will also help me. If your name is Chinese, writing the characters too might help me, as would pinyin with tone marks, if you know how.

3. What pronoun(s) should we use to refer to you (e.g., *she*, *they*, *he*): \_\_\_\_\_

4. What is/are your native language(s): \_\_\_\_\_

Dialect information is helpful (California English, Buenos Aires Spanish, Taipei Mandarin, etc.)

5. Other languages you speak or have studied?

6. What are your main areas of interest within linguistics?

7. Since a lot of you are juniors or seniors, any ideas about your career plans after graduation?