

SYLLABUS

Time/Place Mon & Wed 10:00-12:50pm, Bunche 2173
Web ccle.ucla.edu

Instructor**Jeremy Steffman** ['dʒɛ.ɪ.ə.mi 'stɛf.mən]

Office hrs. Thursday 10:00am-12:00pm
 or by appointment
 Campbell 2209

Email jsteffman@g.ucla.edu

Section 2A

Time Wednesday 2-2:50am
Place Bunche 2173

Description

This course aims to equip you with the tools to understand sound patterns in the world's languages. Building on the basics you learned in Ling 20 and what you learned about sounds' physical properties in Ling 103, we'll look at how languages differ and how to explicitly capture these differences with rules and representations.

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
- distinguish stress languages and tone languages from others
- recognize restrictions that morphology and syntax place on a rule

What you'll need to remember how to do from Ling 20 and Ling 103

- Ling 20: 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"
- Ling 103: use phonetic symbols
- Ling 103: use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc.
 - You can review these last two points in chapter 1 of your Hayes textbook, "Phonetics"
- Ling 103: determine whether two sounds are contrastive in some language (two different phonemes), or context-determined variants (allophones)
 - We will review this in week 1

Course schedule. Subject to adjustment—You'll be notified if anything is changed!

<i>Week</i>	<i>Day/ date</i>	<i>Topics</i>	<i>Hayes textbook</i>	<i>What's due?</i>	<i>Quiz?</i>
1	Mon, Jun 24	Contrast vs. predictability <ul style="list-style-type: none"> ▪ Phonemes & allophones review ▪ Phonological rules review 	ch. 2 Phonemic Analysis ch. 3 More on Phonemes		
	Wed, Jun 26	<ul style="list-style-type: none"> ▪ Phonemes, writing, and reading ▪ Phonemes and second-language accents ▪ Features 	ch 4. Features		Small
	Wed, Jun 26 SECTION	All about your paper/skills-based grading <ul style="list-style-type: none"> ▪ What to expect ▪ What are good paper topics 			
2	Mon, Jul 1	More on features, alternations <ul style="list-style-type: none"> ▪ More Features ▪ Alternations ▪ Neutralizations and near-neutralizations 	ch. 6 Phono. Alternation I	HW1	Small
	Wed, Jul 3	<ul style="list-style-type: none"> ▪ Using the <i>Pheatures</i> software Rule interaction <ul style="list-style-type: none"> ▪ Crucial rule ordering ▪ (Counter-)bleeding, (counter)-feeding 	ch7 Alternation II ch. 8 Morphophon	Topic declaration	Big
	Wed, Jul 3 SECTION	Feedback on HW1 You have a topic for your final paper. Now what?			
3	Mon, Jul 8	Productivity <ul style="list-style-type: none"> ▪ Rules' applicability to new words 	ch. 9 Productivity	HW2	Small
	Wed, Jul 10	Phonology's relation to morphology and syntax <ul style="list-style-type: none"> ▪ Morpheme & word boundaries in rules ▪ The phonological phrase 	ch. 10 Role of Morphology & Syntax	Source report & Elicitation plan	Small
	Wed, Jul 10 SECTION	Feedback on HW2 Collecting and analyzing data			

4	Mon, Jul 15	Phonology in language change <ul style="list-style-type: none"> How and why do sound patterns change? How changes in the past can produce surprising patterns in the present 	ch. 11 Dia- & Synchrony ch. 12 Abstractness	HW3	Big
	Wed, Jul 17	Syllables <ul style="list-style-type: none"> Improving rules with syllable structure Differences in syll. structure across languages 	ch. 13 Syllables	Elicitation report & Abstract	Small
	Wed, Jul 17 SECTION	Feedback on HW3 more on your paper			
5	Mon, Jul 22	Stress and syllable weight <ul style="list-style-type: none"> What is (linguistic) stress? Which languages have it? Rules for predictable stress Syllable weight in stress systems and in verse 	ch. 14 Stress, Stress Rules, & Syllable Weight	HW4	
	Wed, Jul 24	Tone and intonation <ul style="list-style-type: none"> Features and rules for tone What is intonation? How does intonation relate to stress and tone? 	ch. 15 Tone & Intonation	Rough draft	Big
	Wed, Jul 24 SECTION	Feedback on HW4 Final paper questions			
6	Mon, Jul 29	Review Session			
	Wed, Jul 31	FINAL EXAM: LAST CHANCE FOR SKILLS FINAL PAPER: due by 5:00pm PDT, submitted on CCLE			

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 (especially in the project) 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
- planning a data-collection project; revising plan in light of initial results
- writing a greatly compressed version of a longer document
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

ADMINISTRATIVE MATTERS

Textbook—available in Ackerman textbook store

Bruce Hayes. 2008. *Introductory Phonology*. Wiley-Blackwell (about \$35 new; used also available)

Grading basis

- **25%: final project**
 - Will be graded in a traditional way—there's a grading rubric
 - We'll talk about the project in detail in section. I'll show you the rubric, and we'll talk about how to get started and the timeline.
- **75%: skills mastery**
 - The course has been broken down into 49 skills, of which 25 are core skills.
 - A full list of these skills with detailed description is on CCLE, under "Skills and skills-based grading resources"
 - To get an A (75% of the total grade): demonstrate *proficiency* (a 'correct' answer) on all 49 skills, plus *advanced proficiency* (above and beyond an average 'correct' answer) on at least 20 of them.
 - To get a B: demonstrate proficiency on 49 skills (including the 25 core skills)
 - To get a C: demonstrate proficiency on all 25 core skills
 - To get a D: demonstrate proficiency on at least 25 skills
 - If you fall somewhere between two of these definitions, your grade will reflect that—e.g., 85% vs. 88%.
 - In traditional grading: you get a score on each quiz, homework, or exam, and a weighted average of these is your final grade.
 - In skills-based grading, each quiz, homework, or exam provides an **opportunity** to demonstrate proficiency (or advanced proficiency) on a variety of skills—and, of course, an opportunity to learn by doing.
 - Throughout the course, there's more than one opportunity to demonstrate each skill. To help you see how you're doing, we'll also let you know when you're *approaching* proficiency on a skill, though this doesn't count towards the grade
 - This sounds complicated—why do it?
 - The short answer: a growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. I want us to try to do better!
 - Students in 120A from Winter 2016, Summer 2016, Winter 2017, Summer 2017, and Summer 2018 overwhelmingly preferred this system. Common threads on evaluations

talked about how they knew which skills to focus on (and didn't work on things they were already proficient in) and how they felt there were more opportunities to practice something they didn't understand. They also mentioned feeling more open to trying skills even if they were unsure if what they did was correct because they knew they wouldn't be penalized for a wrong answer.

Homework

- Phonology problems that will ask you to go **beyond** what we did in class
- Available on CCLE on Monday (or earlier) and due the following **Monday at 10:00am on CCLE**. *You will submit these by uploading a pdf file.*
- You're encouraged to discuss the problems together. Solutions must be written up individually, though.
- No **late homeworks** will be accepted without a valid, *documented* reason for the lateness (doctor's note, etc.).

Quizzes

- We have many quizzes, so that there are opportunities for you to practice and gain proficiency on your skills
- 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.
- **Small quizzes:** 20 minutes at the start of class. These are mostly to bolster your understanding of the readings and main concepts.
- **Big quizzes:** 40 minutes after the first class break. These are longer problem sets and will be used in the place of a traditional midterms. *You may work together on Big Quizzes.*
- **If you are late to a quiz, you will only get the same amount of time as everyone else!**

Missing homeworks and quizzes

- There are no zeroes, or missed points, in skills-based grading, only missed opportunities to demonstrate proficiency.
- Because we have so many quizzes, if you have to miss a quiz because of illness, etc. don't worry about it—you'll have additional opportunities to demonstrate proficiency on those skills.

Online component of course

- We will be using the course's CCLE website. Handouts and other links/resources will be posted there.
- There will be important items posted there that I'm not distributing on paper: homework assignments, project instructions, etc.
- You will submit ***all of your homeworks*** and ***all of the components of your final paper on CCLE***. You will submit them by uploading a pdf. If you have any questions about how to do this get in touch with me as soon as possible.

Academic integrity

- Suspected cases of plagiarism or cheating will be referred directly to the Dean of Students for investigation—***I don't talk them over with the student first.***
 - Why? The dean is better equipped to evaluate evidence, arguments, and explanations; to distinguish first-time from repeat offenders; and to apply fair, consistent standards across the university.

- The no-plagiarism rule applies even to assignments worth very little credit (e.g., project abstract).
- The term paper instructions contain tips on **how to not plagiarize**.

Accommodations for students with disabilities

Students with a documented disability (visible or non-visible) with the Office for Students with Disabilities (OSD) should be in contact with both them and me as soon as possible to ensure that the appropriate accommodations are made in a timely fashion. If you believe you may have a disability, please see the OSD for more information: <http://www.osd.ucla.edu/Index.htm>.

CAPS

Being a university student is very difficult and there may be numerous, unexpected challenges thrown your way. Please be aware that UCLA offers counseling and psychological services to enrolled students, even on a walk-in emergency basis. I strongly encourage any of you to take advantage of this service if you need it.

What you can expect from me

- Prompt replies to emails, usually within 24 hours
 - Note: I typically do not reply to emails after 8pm on weeknights and I only check my email once or twice on the weekends
- Clear feedback on assignments (always let me know if something isn't clear)
- Prompt return of quizzes and assignments (within a week)
- An open attitude towards questions in class and in student hours
 - Note: I am happy to answer any questions, but I cannot answer *specific* questions about homework before it's due. If you're stuck, we can go over that particular skill/concept.

Extra Credit

You have the opportunity to earn **up to 2 extra credit point(s)** by participating in an experiment through the Psychology Department Subject Pool. Serving as a subject in an experiment provides students with direct exposure to psychological research. By participating in experiments, you will have the opportunity to contribute to on-going research at UCLA while getting an inside glimpse of how research studies are conducted.

One credit is given for every hour of experiment participation. If you complete 1 hour of experiment, you will have 1 percentage point added to your final grade at the end of the quarter. You cannot, however, receive more than a total of 2 additional points. The posting and scheduling of experiments is handled via the Psychology Department Subject Pool system at <http://ucla.sona-systems.com/>.

More information on how to use the system can be found at:

<http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation>.

NOTE: Before signing up for experiments, you **MUST** select the course for which you want your experiment credits to count. **All experiments for Summer Session A 2019 must be completed by July 30th, 2019 (Tuesday of 6th Week)**

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 there are references to things you don't remember, and you're shy about asking questions because you think your question may have been covered while you were absent.
- Especially in the summer: One class period is almost a week's worth of material!

Talk to me

- ...if you don't understand something, you have an idea, are curious about something you've read, you're intrigued by something you've read, etc.
- Don't be shy about using office hours. They are time that set aside to meet with students; you are never "interrupting" when you come to office 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 the student hours, but do not expect a private lesson on all the material.

Talk to your classmates

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

Don't fall behind

- This one should be easy because of the frequent homeworks, quizzes, and project milestones.

Read the textbook

- The Hayes textbook is really excellent (and short!)—and it was designed for this 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
- project requires a lot of planning, starting from the beginning of the course

Things you shouldn't expect

- concepts seem mysterious
- what's expected of you is unclear
- it's unclear how to proceed, or how to tackle a problem