



THE UNIVERSITY OF BRITISH COLUMBIA
Course Outline/Syllabus

Department: Linguistics
Session: 2014 Winter, Term 1
(Sept. 2 – Dec. 17, 2014)

Course Title: LING 311, Studies in Phonology
Course Schedule: Tues / Thurs, 14:00-15:30

Location: Buchanan A-203

Instructor: Kathleen Currie Hall
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Rm. 125
Office hours: Thursdays, 12:30-1:30
and by appointment – Note that these
will be held in **Brock Hall, Rm. 2351**
**(NOTE: this is in the “Annex” part of
Brock Hall)**
Website:
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Teaching Assistant: Andrei Anghelescu
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Course website access: Go to www.connect.ubc.ca, log in using your Campus-Wide Login ID (CWL), then select the LING 311 course in your “My Connect” area.

Course Description:

Official course description: Introduction to phonological analysis and theory, with a strong emphasis on description and analysis of data from a wide variety of languages.

More generally: The learning objectives of this course are to extend and deepen your understanding of contemporary phonological theory; to continue learning techniques of phonological analysis and problem solving by working with data drawn from a wide range of languages; and, in the context of such tasks, to further develop skills in constructing an argument and building and presenting an analysis.

While the main focus is on understanding phonological analysis, we'll be using a different model of phonology than the one you've probably been introduced to. Namely, we'll be learning about and using a *constraint-based* (as opposed to *rule-based*) model of phonology known as Optimality Theory (OT). Using a different framework has a number of benefits. It introduces you to an alternative way of thinking about phonological structure, which illuminates different aspects of the data and how it might be analysed, allowing you to be more flexible in your thinking. It allows you to make a clear distinction between *description* of data and *analysis* of data, since you have multiple analytical tools to use, but your descriptions should be compatible with any of them. And, of course,

it broadens your understanding of the field of phonology and the work being done in it.

In addition to learning about and applying a new framework, there are several other key topical areas that we'll be covering:

- We'll be moving beyond segmental phonology and looking at metrical structure and suprasegmental properties such as tone and stress.
- We'll be examining broader areas of phonological theory, particularly as they interact with Optimality Theory, such as
 - how might OT be used to model phonological learning?
 - how can OT provide insight into clinical issues / speech pathologies?
 - where does OT fail, and how might we better approach the study of linguistic sound systems?

Prerequisites:

LING 200 or ENGL 329 – Please note that this course presupposes that you KNOW the material covered in these courses. If you do not (e.g., because you haven't yet completed them satisfactorily), your grades in 311 are very likely to suffer. Please contact me as soon as possible if you have not satisfied these prerequisites.

Format of the course:

Interactive lectures – We have a large class (over 80 students). By necessity, then, much of the course will be lecture-based. My teaching method is Socratic in style, however, so you should expect to ask and answer questions during class. Furthermore, I will be providing in-class exercises for you to work on to get practice in doing phonology in the context of the lecture.

Required and Recommended Reading:

Required textbook (available at UBC bookstore and on reserve at UBC Library):

Kager, René. 1999. *Optimality Theory*. Cambridge: Cambridge University Press.

Other required reading (relevant parts will be available in electronic format on course website):

Bernhardt, Barbara H. and Joseph P. Stemberger. 1998. *Handbook of phonological development from the perspective of constraint-based nonlinear phonology*. San Diego: Academic Press. (Appendix B.)

Dinnsen, Daniel. 2011. "On the unity of children's phonological error patterns: Distinguishing symptoms from the patterns." *Clinical Linguistics and Phonetics* 25(11-12): 968-974.

Hume, Elizabeth, Kathleen Currie Hall, Andrew Wedel, Adam Ussishkin, Martine Adda-Decker, & Cédric Gendrot. 2012. Anti-markedness patterns in French epenthesis: An information-theoretic approach. *Proceedings of the Berkeley Linguistics Society*.

Idsardi, William J. 2000. Clarifying opacity. *The Linguistic Review* 17:337-350.

Pulleyblank, Douglas. 1997. "Optimality Theory and Features." In Diana Archangeli and D. Terence Langendoen, eds., *Optimality Theory: An Overview*, pp. 59–101. Oxford: Blackwell Publishers.

Silverman, Daniel. 2006. *Critical introduction to phonology: Of sound, mind, and body*. London & New York: Continuum. (Chapters 1 & 4)

The assigned readings drawn from these texts will be supplemented extensively with lecture handouts, problem data sets, etc., gone over in class. For this reason, attendance of **every lecture** is very important!

- ☞ See also links to various on-line resources that will be provided on my website under “Links for Students” (e.g. software tools, electronic databases or archives, supplementary readings, websites, etc.).

IMPORTANT: Lecture Handouts:

Handouts to be used in class (typically containing data sets and/or lecture notes) will be posted on the website, generally no later than Monday of the relevant week. It is important that these handouts be **printed out and brought to class** since the discussion in class will make reference to language data contained in the handouts. (On-screen viewing on a laptop is possible too, but may make note-taking more difficult.) Note that we may not finish all exercises on a given handout in class. It is always to your advantage to finish the exercises at home, as homework and exam questions are likely to build on the concepts covered on the handouts. Andrei and I are both happy to talk to you about your answers to in-class handouts if you come to office hours!

Elements of the class:

1. Homework – There will be six homework assignments over the course of the semester; approximately one every two weeks. Each assignment will be worth **8%** of your final grade; the lowest grade of the six will be dropped, so that **40%** of your overall grade will come from homework. There is an additional **3%** of your final grade that will be based on doing two of the assignments as individually authored write-ups – see below.

Homework Policies:

- Homework assignments are due at the **beginning** of class on the specified date.
 - There are more than 80 people in this class. The line for “late work” simply has to be some arbitrary time. So, I’ve chosen that arbitrary time to be at 2:00 PM *exactly* on the day work is due. Not 2:30. Not 2:01. Exactly 2:00.
 - **No assignment will be accepted for a grade** after the cut-off time. That is, you will receive a 0 (ZERO) if you turn it in after 2:00 PM.
 - If you think you are likely to be late for class, or if you want to be “sure” that it’s on time, **e-mail** me a **.pdf** copy of the assignment before 2:00 PM. Let me know in the e-mail if you are planning on bringing a hard copy to class as well (which I prefer).
 - This is precisely why I drop the lowest grade – I know things happen, and I think everyone deserves a free pass once. So if you’re late on one assignment and get a zero for it, it’s not the end of the world: that is simply the assignment that will get dropped.
 - Plus, we’ll still give you feedback on it if you turn it in, so you won’t lose out on the comments that will help you do better next time.
 - But yes, I am serious about this late work policy. After 2:00 PM on the day it is due = no credit.
 - The only exceptions are cases in which you have explicitly written to me beforehand, asking for an extension, and received a WRITTEN confirmation from me of a later due date or time.

- **No make-up assignments** will be offered. (Again, note the policy of dropping your lowest grade!)
- You should keep a copy of all submitted assignments (in case of loss) and should also keep all marked assignments in case you wish to apply for a [Review of Assigned Standing](#).
- Collaboration and communication among students while working on homework problems is permitted and encouraged, within reasonable limits.
 - You are allowed to turn in up to **four** of your assignments as “group” assignments—i.e., turn in a single assignment for a group of collaborators.
 - A group of collaborators can consist of no more than four people. More than that number can work together on thinking about the assignment, but turned-in solutions are allowed from a maximum of four people per solution.
 - The assignment needs to be a coherent whole. If you decide to split up the pieces of the assignment in terms of doing the write-up, it is up to you to make sure that the pieces fit together seamlessly!
 - Make sure that the names and student numbers of all people expecting to get credit are clearly written on the assignment!
 - All members of a group solution will receive the same grade. BE CAREFUL about who you work with, such that you’re not stuck doing more than your fair share of any work!
 - You do not have to work with the same people from assignment to assignment if you are working in groups. In fact, I encourage you to try out different working groups.
 - You are not required to turn in any group solutions if you do not wish to.
 - However, you **must** write up your own solution independently for AT LEAST TWO assignments.
 - This can be any two assignments, but the minimum is two, regardless of how many assignments you actually turn in. (For example: if you decide to do five assignments and drop the 6th, you’ll still need to make sure that at least 2 of the 5 were independently authored, and only up to 3 group-authored.)
 - You are still allowed to discuss the assignment with your classmates, and you **must** indicate on your assignment the names of any collaborators. But you have to write up the answer on your own. Make sure it is clear that the assignment is sole-authored.
 - The reason for this policy is that the final exam will involve doing data analysis on your own—you need to make sure you have practice and feedback on doing this by yourself!
 - To verify that you’ve done two individually authored assignments, you’ll receive a 100% mark for each of the first two individually authored assignments you do. These will be worth 1.5% of your final grade each (= 3% total). So, if you don’t do any individually authored assignments, you’ll receive ZEROS for those two grades.

2. Quizzes – There will also be six quizzes over the course of the semester, generally in weeks where there is not a homework assignment due. These quizzes will be posted online on Connect in the “Quizzes” section. The quizzes are designed to *help* you with the reading – the Kager textbook is relatively dense, so you should definitely use the quiz questions to help you focus in on important

concepts as you are reading. You are encouraged to look at the quiz questions before you do the reading and to use your notes, book, etc., as you do the quiz. You can also ask questions of us after you've seen the quiz questions. But: you may actually submit answers to the quiz only once. The questions are designed to be relatively straightforward, IF you have understood the reading (we're not trying to trick you!).

You must do the quiz BEFORE class (quizzes will be no longer available after class starts: again, there's an arbitrary cut-off time of 2:00 PM!). The quiz will be graded automatically and you will receive instant feedback on your score. Answer keys will be posted after the quizzes are due.

There will be 6 quizzes; as with the homework assignments, the lowest score will be dropped. Each quiz counts for **2%** of your grade. This isn't a whole lot, but it does add up (**10%** of your overall grade comes from quizzes) – do NOT neglect to do the quizzes. If you do poorly on a quiz, use that as a sign to yourself that you need to re-read the material, ask more questions in class, contact the T.A. for assistance, and/or come in to my office hours to get help.

3. Exams – There will be a midterm exam in class on **Thursday, October 9th**, and a final in-class exam during the examination period (exact date TBA – please do not make any travel plans until after the UBC final exam schedule has been announced!). The exams will be a combination of data analysis questions and questions about phonological theory. The midterm will be worth **23%** of your final grade; the final **25%**. The final will focus on material covered after the midterm, but the nature of the course is cumulative, so you will need to know and understand material from the first half of the course to succeed on the final exam.

You have the right to view your marked examinations with me, provided you apply to do so within a month of receiving the final grade. This review is for pedagogical purposes. The examination remains the property of UBC.

4. Linguistics Outside the Classroom (LOC) – Participation in Linguistics Outside the Classroom is required for this course. This is a means of increasing your involvement in learning about linguistics outside of regular classroom instruction. There are two ways of satisfying this requirement. (1) One way is by participating in two points worth of experiments being run by researchers in the Department of Linguistics. To sign up for experiments, please visit <https://ubclinguistics.sona-systems.com> to register and participate. Experiments typically take anywhere from 15 minutes to 1 hour and offer the opportunity to contribute to and learn about linguistics research first hand. Your participation in research is voluntary. (2) A second way of completing this requirement is by attending two Linguistics research seminars or colloquia and writing a one-paragraph summary of the talk, which you turn into your instructor within a week of attending. You can browse the talk series here: <http://www.linguistics.ubc.ca/events>. You can also satisfy this requirement by participating in one experiment and summarizing one talk.

Completing this requirement (i.e., participating in 2 experiments, attending 2 talks, or doing one of each), is worth 2% of your final grade for the course. Each part of the requirement is worth 1%. There is a .pdf file on Connect under “Useful Links” with a tutorial for how to sign up for experiments.

Summary of Grading:

Homework problems:	40%	(5 @ 8% each; 6 assigned, lowest grade dropped)
Individual authorship:	3%	(2 @ 1.5% each)
On-line quizzes:	10%	(5 @ 2% each; 6 assigned, lowest grade dropped)
Midterm examination:	20%	(in class, Thursday, October 9 th)
Final examination:	25%	(date TBA; final exam period runs December 2 – 17)
LOC:	2%	(2 @ 1% each)

All due dates will be listed on the course website. You are responsible for checking the website regularly as any changes in due dates will be recorded there.

Grading Scale:

A+	90-100	B+	76-79	C+	64-67	D	50-54	F	<50
A	85-89	B	72-75	C	60-63				
A-	80-84	B-	68-71	C-	55-59				

Homework problems and exam questions will typically be assigned letter grades (A, B+, B-, C-, etc.), which are then converted into numerical grades according to the usual [UBC grading standards](#) as listed above (on which, see the UBC Academic Calendar under *Policies & Regulations > Grading Practices*).

More specific guidelines for grading and grade-conversion scales are available at the end of the syllabus.

All grades will be recorded on the course website, and are visible there with the *My Grades* tool. You are encouraged to monitor your own grades and progress, and to notify me or the T.A. if you notice any discrepancy or error. Any issues to do with grading (errors in calculation, appeals on a grade) must be communicated **in writing**, explaining the issue and providing a succinct rationale for the proposed change. Note that all requests for grade changes are taken seriously. In most cases, your work will be re-evaluated from scratch, and you will receive the new grade: this may be either higher OR LOWER than the original grade. If you've actually read the syllabus and gotten this far, please send me an e-mail (kathleen.hall@ubc.ca) that simply says "I read and understood the syllabus!" Also, please don't tell your friends to do this—you can certainly encourage them to read the syllabus, but don't give away our secret.

This course is eligible for Credit/D/Fail grading. To determine whether or not you can take this course for Credit/D/Fail grading, visit the [Credit/D/Fail](#) information page on the UBC Student Service Centre website (see under *Registering for courses* in the *Courses & Registration* menu). You must register in the course before you can select the Credit/D/Fail grading option. Note the Sept. 16th deadline (see schedule below).

Extra Credit:

There are no extra credit options for this course. I try to build in extra "room" for occasional less-than-satisfactory results by dropping the lowest quiz and homework grades. This is already a time-consuming course; if you think you have the time to be spending doing extra credit work, I recommend putting that time into your primary classwork instead.

Policies:

Accommodations: If you feel you may need an accommodation based on the impact of a disability or other concerns, please contact me privately to discuss your specific needs (even if you are NOT officially registered with the Office of Access and Diversity; I am always happy to discuss your situation and try to accommodate it). In order to receive official accommodations, however, you will need to register with the Office of Access and Diversity, who will help coordinate reasonable accommodations for students with documented disabilities. Their website is <http://www.students.ubc.ca/mura/access/>. Please note that there is a new automated online system in place for requesting exam accommodations.

Conduct: We're all adults. Andrei and I will treat you with respect, and you will treat us and each other with respect. Academic misconduct will not be tolerated by anybody, and I will follow the guidelines in the Academic calendar that "[a]ll incidents of suspected academic misconduct must be reported to the Dean's Office" (see §4.1 of the relevant section on "Discipline for Academic Misconduct" for details). Please review the relevant sections of the [UBC Academic Calendar](#) for the university's policy on cheating, plagiarism, and other forms of academic dishonesty. You should familiarize yourself with the many resources on academic integrity provided on the course website (under *General Student Information*).

Attendance: The calendar says:

"Regular attendance is expected of students in all lectures, laboratories, tutorials, and seminars. Students who neglect academic work and assignments in a course may be excluded from the final examination. Students who are unavoidably absent from scheduled classes because of illness or disability should report to their instructors immediately on return. Students whose attendance or academic performance is severely affected by medical, emotional, or other extenuating circumstances should apply for special consideration through [Arts Academic Advising](#)."

Attendance in class will not be taken formally, but you are responsible for **all** material covered in class, as well as any material covered in the assigned readings. You must be present on the day of the mid-term examination, and are responsible for completing all homework problems by their due dates. If you are absent from class, it is **YOUR** responsibility to find out what material you missed (e.g., by checking the syllabus and Connect, asking classmates, coming to office hours, etc.).

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know **in advance**, preferably in the first week of class, if you will require any accommodation on these grounds.

If you plan to be absent for varsity athletics, family obligations, or other similar commitments, you **cannot** assume you will be accommodated, and you should discuss your commitments with me **before the drop date**.

Letters of reference: Any student who plans to apply for graduate programs, and who expects to need letters of reference, should let me know of your intention at the beginning of term. My general

policy is NOT to provide a student with a letter of reference until you have completed at least one full semester with me, but it is important that I know you may be interested in the future. Please also make sure that you come to office hours at some point to discuss your plans and interests. You can see my more complete guidelines for asking for letters of reference on my website under the “Teaching” tab: <http://faculty.arts.ubc.ca/kchall>.

Tentative Schedule of Events:

What follows is the provisional course schedule – check the course website for changes in content or dates. Readings should be completed **no later than** the date indicated on the course schedule.

Week	Date	Topic	Readings	Due
1	Tues., Sept. 2	<i>No Class – Imagine Day</i>		
	Thurs., Sept. 4	Introduction: Phonological Analysis		
2	Tues., Sept. 9	Theories and models of phonology; Description vs. analysis	Bernhardt & Stemberger (1998, appendix B) & Course Syllabus	
	Thurs., Sept. 11	Conflicts in grammars: constraints in phonology and the basics of OT	Kager, ch. 1	Quiz 1
3	Tues., Sept. 16	– basics of OT (cont’d)		
	Tues., Sept 16 th : Last day for change in registration and for withdrawal from most Term 1 courses without withdrawal standing of “W” recorded on a student’s academic record. Last day for changes between credit and audit for Term 1 courses. Last day to elect Credit/D/Fail grading for eligible Term 1 courses.			
	Thurs., Sept. 18	Conspiracies and opacity	Kager, ch. 2	HW 1
4	Tues., Sept. 23	– conspiracies (cont’d)		Quiz 2
	Thurs., Sept. 25	– conspiracies (cont’d)		
5	Tues., Sept. 30	Syllable structure and economy: deletion and epenthesis	Kager, ch. 3	
	Thurs., Oct. 2	– syllable structure (cont’d)		HW 2
	Thurs., Oct. 2 nd : Access and Diversity Office: Last day for submitting Exam Accommodation form for mid-term exam.			
6	Tues., Oct. 7	Spill-over time (if needed); midterm review		Quiz 3
	Thurs., Oct. 9	Midterm Exam		
	Fri., Oct. 10 th : Last date for withdrawal from most Winter Session Term 1 courses with withdrawal standing of “W” recorded on a student’s academic record.			
7	Tues., Oct. 14	Tone	Pulleyblank (1997)	Quiz 4
	Thurs., Oct. 16	-tone (cont’d)		
8	Tues., Oct. 21	Metrical structure: stress systems	Kager, ch. 4	HW 3
	Thurs., Oct. 23	– metrics (cont’d)		
9	Tues., Oct. 28	Morphophonology	TBA	Quiz 5
	Thurs., Oct. 30	Evaluating OT: Process interaction and serial “ordering”	Kager, ch. 9 (pp. 372–400)	
10	Tues., Nov. 4	– serial ordering (cont’d)		HW 4
	Thurs., Nov. 6	Evaluating OT: Clarifying Opacity	Idsardi (2000)	

Week	Date	Topic	Readings	Due
11	Tues., Nov. 11	<i>No Class – Remembrance Day</i>		Quiz 6*
	Thurs., Nov. 13	Evaluating OT: Clinical Applications	Dinnsen (2011)	
12	Tues., Nov. 18	-clinical applications (cont'd)		HW 5
	Thurs., Nov. 20	Evaluating OT: Reconsidering epenthesis	Hume et al. (2012)	
13	Tues., Nov. 25	Evaluating OT: The phonological enterprise	Silverman, ch. 1, 4	HW 6
	Wed., Nov. 26 th : Access & Diversity Office: Last day for submitting Exam Accommodation forms for December exams.			
	Thurs., Nov. 27	Spill-over time (if needed); final review		
14-16	Dec. 2-17	<i>Final Exam Date and Time TBA</i>		

* Note that Quiz 6 will actually be due at 2:00 PM on **WEDNESDAY**, 12 November, rather than Tuesday, 11 November, because of the Remembrance Day holiday.