

## (WINTER 2012) LING 412/512: PHONOLOGY

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TTh 4:40-6:30 – BA 190

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### Course description and objectives

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The purpose of this course is to introduce students to the theory and practice of phonology (how sounds pattern in language, and how those patterns can be represented and explained). We will attempt to characterize these patterns in a minimal way through explicit formalisms, and attempt to explain why sounds pattern in the way they do by reference to such things as historical processes, speech physiology, and cognitive constraints on the speech system. A secondary and related goal is to develop the student's skills at linguistic argumentation: students will learn to understand, develop, and evaluate linguistic arguments, the assumptions underlying those arguments, and the evidence used to support them.

The course will begin with a brief consideration of phonetics, as a familiarity with the simple description and characterization of speech sounds will be needed throughout the course. Students who have not taken a course in phonetics will need to consult Ladefoged and Johnson, 2010, *A Course in Phonetics (6th ed.)*, or other introductory Phonetics textbooks. Taking LING 415/515 Phonetics is strongly recommended!

The focus of this course will be an introduction to phonological theory, argumentation and analysis, not an exhaustive critique of all the possible phonological theories that have been proposed. While the majority of examples will be from English, some discussion must turn toward other languages when English does not suffice.

#### **The objectives of this course include:**

**Analysis Skills:** Students will gain the skills in analyzing language data and building arguments around/with language data or issues, including:

- a. basic skills for analyzing language data
- b. an ability to understand and use analysis techniques from different traditions of linguistic analysis, such as linguistic theory, psycholinguistics and sociolinguistic modeling
- c. an ability to understand and interpret linguistic data for a variety of purposes, e.g. educational, socio-political, clinical, language description, and theory building
- d. skills for developing, supporting and presenting written and spoken arguments about language issues or involving language data.

**Understanding of Theories:** Students will develop a solid understanding of the role and nature of theories in the field of Applied Linguistics, including:

- a. an awareness of a range of linguistic and applied linguistic theory and approaches, including those that are most common in the US and elsewhere in the world
- b. the ability to describe the major theoretical issues in applied linguistics, including the status of linguistic and applied linguistic theory
- c. the ability to compare and contrast the purposes and methods of at least three different theoretical approaches to linguistic phenomena, including a structural

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- approach, a functional approach, and a critical approach as well as the ability to assess the strengths, weaknesses, and usefulness of each for their future goals
- skills for systematic, theory-driven analysis of language data and skills for systematic data-driven analyses that advance theories of language or applied linguistics
  - the ability to apply theories to investigations of language-related problems and their solutions
  - the ability to recognize characteristics that differentiate models, theories, and paradigms.

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### Required Text

Hayes, Bruce. 2009. *Introductory Phonology*. Oxford: Wiley-Blackwell.

### Recommended Texts (Just FYI)

Ladefoged, Peter and Johnson, Keith. 2010. *A Course in Phonetics (6th ed.)*. Boston, MA: Wadsworth Cengage Learning.

Accompanying website:

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/>

Odden, D. 2005. *Introducing Phonology*. Cambridge: Cambridge University Press.

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### Evaluation: assignments and exam

Evaluation will be based on quizzes, homework assignments, in-class applications, problem sets, an oral report (for grads only), and a final exam, as indicated below. We will also be doing some of the homework questions at the end of each chapter from the text. The homework is not graded for correctness, only doneness. We will correct the homework in class. The quizzes and the applications will be done individually and/or in a group learning experience. Grades will be decided on the following basis: (\* = Group learning experiences)

	UGs	Grads	UGs (Total = 400)		Grads (Total = 420)	
Individual Quiz Scores (3 quizzes)*	30	30	A	372-400	A	390-420
Group Quiz Scores (3 quizzes X double)*	60	60	A-	360-371	A-	378-389
Applications (2 X 20 each)*	40	40	B+	352-359	B+	369-377
Homework (9 total due)	90	90	B	332-351	B	348-368
Problem sets (30 points each)	90	120	B-	320-331	B-	336-347
Oral Report*	N/A	40	C+	312-319	C+	328-335
Final exam	90	90	C	292-311	C	306-327
			C-	280-291	C-	294-305
Total	400	470	D/F	Below 280	D/F	Below 294

Remember, B or better is passing for the MA TESOL program, and C or better is passing for the TESL Certificate/BA in Applied Linguistics.

**Class participation** is an important component of this course. Regular attendance, therefore, is crucial. Not only should you come to class prepared in terms of the reading or other assignment,

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but you should come ready to contribute actively to class discussion, and, perhaps more important, attentively listen to the contributions of others. Be conscious of letting everyone having a chance to say something and accord them the same attention and respect that you expect to receive. I will excuse absences if you let me know AHEAD of time that you will not be there (email, phone message, etc.). To promote a healthy and safe environment, please do not come to class if you are feeling ill. Students not in attendance on the 1st day of class may be dropped from the course.

**\*Group learning experience** – We will be using a group learning experience method for understanding some of the material. On the first class, groups will be formed. These groups will be the ones that you take group quizzes with, do applications with, and evaluate (3 points extra credit!). There will be 3 quizzes throughout the term. First, each student will take each quiz individually. Right after those quizzes are handed in, each group will meet and take the quiz again as a group. This provides a venue for discussion. In order to establish equality in the groups, if any student's individual quiz score for the 3 quizzes is LOWER than 75% of the total 3 group quiz scores, that student will have ALL of their quiz points based on **only** their individual quiz scores (they will not get the benefit of the group scores as this indicates they did not contribute well to the group to begin with). Because of the group nature of the quizzes, group quizzes cannot be made up and any make-up quizzes must be pre-arranged with the instructor and that student will use their individual quiz score for both their individual quiz points as well as their group quiz points. There will also be 2 in-class applications during the term where groups meet and discuss a topic provided by the instructor, as well as answer some questions that will be turned in (OK to email me the day after, but do not worry about spending time outside of class working on these). Finally, each group member will fill out an evaluation form for their group as well as themselves. The form will be provided at the class webpage at a later date.

**Homework** exercises will come from the book and other sources. These exercises are turned in, discussed in class, but not graded for correctness. You get credit for just doing them, but neglecting to turn them in will hurt your grade. Each homework is worth 10 points (X 9 homeworks = 90 points). You should have completed the homework by the first class we talk about the chapter, but they will be due as on the calendar. Any homework turned in late will receive only 5 points. Feel free to write homework – IPA fonts are often unstable and tricky (be sure to proofread!). The computer labs should be equipped with some IPA font or another in Microsoft Word, but you can download them for free at:

<http://www.phon.ucl.ac.uk/home/wells/ipa-unicode.htm>

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

**Problem Sets.** These will be graded assignments given out periodically throughout class. They will also be available on the website for you to download (most likely in PDF format). Late problem sets will be accepted for 10% less, but **not accepted** after the answers have been discussed in class. There will be 4 problem sets throughout the term. **Undergrads** choose **3** to complete; **grads** must complete **all 4**.

**Grad oral reports.** These reports will serve to delve into other theories/historical development of phonological analysis not discussed in the text. There will be 4 topics and will require

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students to use groups assigned for the group learning experience. The report should be about 30-45 mins. and include a background discussion of the theory, how it relates to what we've talked about in class so far (including theoretical implications), working through an example set of data for the class, and a discussion of the pros and cons of the theoretical framework. More information about these projects will be distributed during the term and students are encouraged to meet with the instructor to help guide this process (for extra readings, powerpoint help, etc.). The schedule of reports will be the last 2 weeks of class and will be further developed during the term.

**Final exam.** The exam will be at a relatively low level of complexity in terms of what students will be asked to do. Its main function is to assess the extent to which you have done the readings, listened in lecture, and thought about the issues raised. It will be a take-home exam due Wednesday, March 21 by 4:30pm in my box in the Linguistics office (can slide under my office door, but it's best to give them to Jady to put in my mailbox).

**Late assignments** are strongly discouraged, although I will give extensions provided that you contact me **before** the assignment is due and your lateness is due to matters beyond your control (sickness, death in the family, etc.). Other late assignments will be accepted but knocked down a full grade, e.g., "A" to "B" and will also receive low priority for grading.

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### Other

#### Responsibilities

This is an upper-level/graduate-level course, and I expect you to behave in ways that maximize your and others' learning, including:

- take responsibility and initiative in doing all the work and doing it on time.
- be prepared for each class (including doing the readings before class).
- turn off your cell phone during class.
- actively and cooperatively participate in class activities.
- ask questions when you have them, but don't monopolize class time with personal issues.
- seek help when you need it.
- don't miss class – or if you have an emergency, talk with me about work to make up, and get notes from other students.
- keep up-to-date with any schedule changes that are announced, even if you are late or miss a class.

#### Plagiarism

Often this class will require group work, and I encourage you to discuss work with your classmates. However, anything with your name on it should reflect your active participation, your words, and your understanding. If you feel uncertain about what constitutes plagiarism in American universities, talk with me about it so that you do not unintentionally commit it. Students are expected to follow PSU's Code of Student Conduct and Responsibility, particularly §577-031-0135 and §577-031-0136, which can be found at <http://www.pdx.edu/dos/psu-student-code-conduct#code>. Violations of the code will be reported to the Office of the Dean of Student Life.

#### Academic Accommodations

To request academic accommodations due to a disability, please contact the Portland State University Disability Resource Center, (503) 725-4150; (503) 725-6504 (TTY); [drc@pdx.edu](mailto:drc@pdx.edu), <http://drc.pdx.edu/>. If you have a letter from the DRC indicating you have a disability that requires academic accommodation, please present it to me ASAP so we can discuss the accommodations you might need in class.