

Phonology I

1 Course description

This class continues the introduction to phonology, the study of patterns of sounds (and signs) in the world's languages, begun in the prerequisite class, LING 450. The emphasis in this class is on phonology-morphology interaction. The analytical emphasis is on learning how to spot patterns in data and describe them. Topics covered include phonological features, morpheme alternations, neutralization rules, underlying forms, diachronic phonology, abstractness, productivity, and syllable structure.

The theoretical framework for this class is for the most part "classical" (rule-based) generative phonology. Some of the limitations of this framework will also be discussed.

This class is also an introduction to writing in linguistics. In the quantitative subfields of linguistics, such as phonetics and sociolinguistics, the data more or less speaks for itself, but in the qualitative subfields of linguistics, such as phonology, the linguist must speak for the data. Thus proficiency in phonology means not only being able to spot patterns in data but also being able to communicate their salient features effectively. For 451 students, W credit will be awarded to those who write a term paper. (All 551 students must write a term paper.) For all students, there will be opportunities to practice writing about phonology and critiquing phonological writing. Information will be provided about effective presentation of linguistic data, structuring of a research paper, and citation/reference format in linguistics.

Prerequisite: LING 450 or equivalent, passed with 2.0 or better grade. You should be familiar with phonetic transcription, phonetic description, consonant and vowel charts, phonological rules, and complementary distribution.

2 Learning goals

By the end of this course students should be able to:

- identify and analyze patterns in phonological data
- obtain knowledge about phonology to go on to LING 453 (Experimental methods in phonetics) or LING 481 (Morphology)
- write clearly and succinctly about phonological patterns and linguistic data more generally

3 Class policies

Laptops and phones may be used to access data uploaded to the class web site when we are discussing it in class (see Schedule of topics covered in class). Laptops may also be used for note-taking. However, electronic devices should not be used during lectures for any other purpose, such as: doing your homework for another class, 37 Tmomews to

4 Administrative details

Class web site: <http://courses.washington.edu/lingclas/451/>

The web site will not contain lecture slides and other material discussed in class. You need to come to class for that.

	<i>professor</i>	<i>Department of Linguistics staff</i>
	Sharon Hargus	Mike Furr (Administrator), Joyce Parvi (Office Assistant)
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	sharon@uw.edu	phoneme@uw.edu
http://faculty.washington.edu/sharon/		depts.washington.edu/lingweb/
ofc. hours	after class and by appt	8-5 ¹

I have voicemail. My mailbox is in A210 Padelford. The door to A210 is locked when the office is closed. However, there is a mail slot near the door.

5 Requirements and grading

5.1 Assignments

Many students find this a hard class. For most students, keeping up with the reading and attending class regularly are important for doing well in the class. However, while attendance helps most students, keep in mind that your grade is based on achievement, not effort.

My evaluation of you will be based on the following:

	non-W-option 451	W-option 451	551
homework	35%	25%	25%
final exam	30%	20%	20%
midterm	25%	20%	19%
term project		25%	25%
peer review	9%	9%	5%
“the rest of the story”			5%
student survey	1%	1%	1%

Homework: Homework assignments (in fact, all work done at home and turned in later) must be typed. One homework assignment can be submitted per group of (at most) 2 students. Homework collaboration is in fact encouraged, but: groups must be different for subsequent homework assignments. Contact me if you have any doubts as to whether you qualify. Homework must be turned in on-line at an upload site to be announced. Also, while I will answer general questions about the homework during class, I do not

¹occasionally closed for short times during the day

provide comments on specific student draft homework; i.e. don't show me your paper and ask "is this right?"

Exams: The midterm and final will be in-class, closed note and closed book. You will have 1 hour, 50 minutes for both. You do not need to bring a bluebook. Please: no requests for early or late exams.

Term project: More information about options for the term project will be provided at our second class meeting.

Peer review: At some point in the quarter, all students, whether electing to pursue W credit or not, will be assigned to read and comment on a draft of some student's term paper. If few students in the class elect the term paper option, another type of phonological critique will be devised.

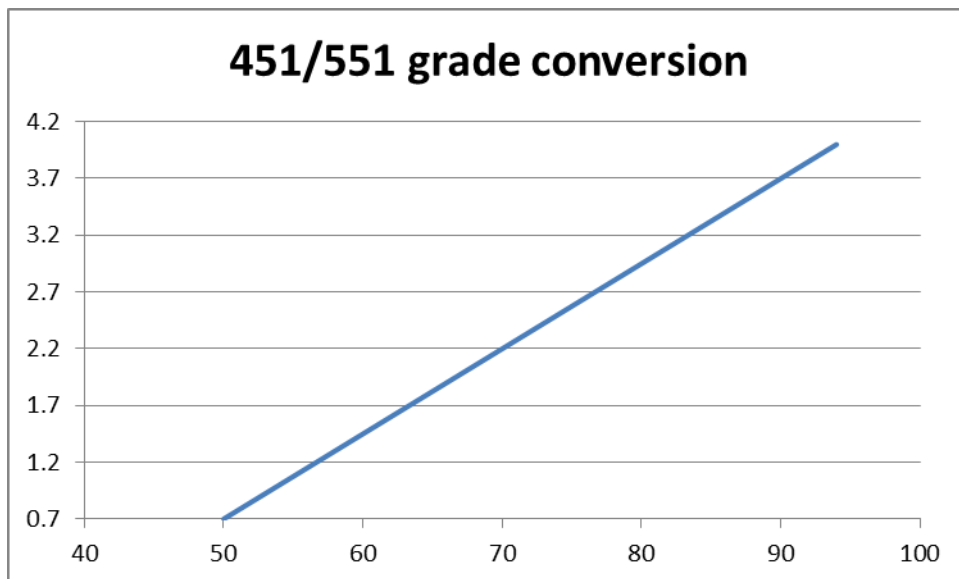
Homework and other assignments that are to be turned in may or may not be accepted if they are late. If accepted, they will be penalized 10% per hour turned in late. Such assignments cannot be sent to me as an e-mail attachment.

5.2 Grading and Gradebook

The assignments will each be worth a certain number of points. Your score on homework and exams will be entered in a Gradebook created for this class.

In calculating final grades, scores will be weighted according to the percentages shown in 5.1, and a final percentage for the quarter will be calculated for each student. Then the final percentage will be converted to 4.0, 3.9 etc. via the following linear scale.

94% and above	4.0
50% and below	0.0
51-93%	$\text{grade} = \text{weighted points} * .075 - 3.05$



Note that according to this system, every student could in principle receive a 4.0 in this class.

6 Disability accommodations

To request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in this class.

7 Lectures and class time

Much of what we will do in class involves data analysis. In such cases, the data is often posted on the class web site and you should download and bring it to class in some form. I have tried to anticipate below on the schedule which sets of data we will discuss on a particular day. The data on Thai, Kikuyu, Turkish nouns, Turkish vowels, Tibetan, Squamish, and Klamath are from Halle and Clements 1983. The data on Yakut, Hungarian and Serbo-Croatian are from Odden 2005b. The data on Iraqi and Cree are from Cowan and Rakušan 1985. The data on Polynesian, N. Salentino, Lebanese, Ancient Greek and Somali are from Kenstowicz 1994. The data on Okpe are from Kenstowicz and Kisseberth 1979.

While you are expected to contribute to class discussion, this does not mean asking an open-ended, deeply philosophical question every 5 minutes. I may tell you to hold your questions during lecture.

8 Readings

Most of the class readings will come from Hayes 2009. Phonology textbooks tend to be rather dense. Although this one is more user-friendly than most, it's a good idea to read *actively*: take notes and be aware that you may need to read more than once.

Additional readings are linked to the class GoPost: Newmeyer 1988, sections 3.5-3.6 of Kenstowicz 1994, Odden 2005a, ch. 8 of Odden 2005b, McGarrity 2009, Maddieson 1985, ch. 10 of Haspelmath and Sims 2010, ch. 3 of Anderson 1974.

9 Schedule of topics covered in class

The schedule is subject to change! Come to class to keep up with the latest developments. Don't count on schedule changes being announced electronically.

<i>week</i>	<i>date</i>	<i>activities in class</i>	<i>data analysis</i>	<i>reading</i>	<i>assessment</i>
1	Mar 26	Review of syllabus. The scope of phonology, phonologization, phonetics vs. phonology. Practice with features.		Hayes 4	(551) "the rest of the story" posted
1	Mar 28	More practice with features. Phonological typology: phoneme inventories. Term project option.	Ch. 4 problems	Odden 2005b, 8.1	Survey of students opens.
2	Apr 2	Distinctive features. FeaturePad. The organization of linguistic writing.	Thai		
2	Apr 4	HW 1 posted. Review of morphological analysis. Alternations, underlying representations, neutralization. Sample homework write-ups.	Kikuyu, Turkish possessives	Hayes 5, McGarrity 2009	Survey of students closes.
3	Apr 9	Derivations. More on alternations. Underspecified URs	Turkish vowels	Hayes 6; Odden 2005b 8.2	
	Apr 11	Alternations: epenthesis and deletion. Citation and reference in linguistics.	Iraqi Arabic, Cree		HW 1 due
4	Apr 16	More on epenthesis and deletion. Review HW 1.	Tibetan		(W, 551) term paper topic due
4	Apr 18	Morphologization. "Automatic" vs. "morphophonemic" alternations. Presenting data in linguistic writing.		Haspelmath and Sims ch. 10, (Hayes 9.1-9.7)	
5	Apr 23	Generative vs. structuralist approaches to phonology. Review for midterm.	Kimatuumbi	Anderson 1974	(551) "the rest of the story" due
5	Apr 25	HW 2 posted.			Midterm

6	Apr 30	Rule interaction (order).	Squamish, N. Salentino	Hayes 7, 8	
6	May 2	More practice with rule order, iterative rules.	Serbo-Croatian, Hungarian		HW 2 due
7	May 7	Abstractness.	Okpe	Hayes ch. 12	
7	May 9	Sound change, comparative method and reconstruction. Peer review assignments. Peer review guidelines. Review HW 2.	Proto-Polynesian	Kenst. 3.5-3.6; Hayes ch. 11	(W, 551) first draft of term paper posted
8	May 14	NO CLASS—SH at UCSD			
8	May 16	Evidence for the syllable. Syllabification.	English /ʌ/ coalescence		peer review comments due
9	May 21	Epenthesis and deletion again; sonority hierarchy. HW 3 posted.	Lebanese	Odden 05b 8.3, Hayes ch. 13, Maddieson 1985	(W, 551) response to peer review comments due
9	May 23	Berber syllabification.	German		
10	May 28	HOLIDAY: MEMORIAL DAY			
10	May 30	Phonological productivity. “Internal” vs. “external” evidence. Course evaluations. Review for final exam.		Hayes ch. 9	HW 3 due
Finals	June 4, 8:30-10:20				final exam
	TBA				(W, 551) term paper due

10 References

- Anderson, Stephen R. 1974. *The Organization of Phonology*. New York: Academic Press.
- Cowan, William, and Jaromira Rakušan. 1985. *Source Book for Linguists*. Amsterdam: John Benjamins.

- Halle, Morris, and G.N. Clements. 1983. *Problem Book in Phonology*. Cambridge: MIT Press.
- Haspelmath, Martin, and Andrea Sims. 2010. *Understanding Morphology*. London: Hodder Education.
- Hayes, Bruce. 2009. *Introductory Phonology*. Oxford: Wiley-Blackwell.
- Kenstowicz, Michael. 1994. *Phonology in Generative Grammar*. Oxford: Blackwell.
- Kenstowicz, Michael, and Charles Kisseberth. 1979. *Generative Phonology*. New York: Academic Press.
- Maddieson, Ian. 1985. 'Phonetic Cues to Syllabification.' In *Phonetic Linguistics*, ed. by Vicki Fromkin. San Diego: Academic Press. 203-221.
- McGarrity, Laura. 2009. Guidelines for writing solutions to homework problems, University of Washington, Ms.
- Newmeyer, Fritz. 1988. Some guidelines for writing linguistics papers, Seattle, Ms.
- Odden, David. 2005a. Analytic Sketches, Columbus, OH, Ms.
- Odden, David. 2005b. *Introducing Phonology*. Cambridge: Cambridge University Press.