

Phonology I: Introduction to Phonological Analysis**Class web site**

<http://courses.washington.edu/lingclas/451/>

Course description

This class is an introduction to phonology, abstract properties of sounds (and signs) in the world's languages. An understanding of phonology is presupposed by many subdisciplines of linguistics (morphology, experimental phonetics), as well as other fields of study (linguistics of particular language families or areas, first and second language acquisition, language processing). The topics covered in this class include neutralization rules, morpheme alternations, underlying forms, and syllable structure. The emphasis is on learning how to solve phonological problems. Keeping up with the reading and attending class regularly are usually important for doing well in the class.

This class is also an introduction to writing and research skills in linguistics. There will be extensive opportunities to practice writing about phonology. W credit will be awarded to students who pass the class with a 2.0 or better grade.

The theoretical framework for this class is classical (rule-based) generative phonology. This is not the current theoretical framework assumed by many professional phonologists. That is Optimality Theory, one of the topics of LING 452. It is highly recommended that graduate students in Linguistics take 452 at some point in their training.

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

Learning goals

Goals for student learning in this course include:

- concepts and terminology of phonological analysis
- common cross-linguistic phonological patterns
- motivation for generative model of phonology-morphology interaction
- gaining proficiency in analysis of phonological data (systematic hypothesis testing)
- developing writing skills used in linguistics

- developing linguistic research skills, including
 - searching library bibliographic databases
 - practice with citation-reference format

Requirements and grading

My evaluation of you will be based on the following:

	undergraduates (451)	grad students (551)
exam 1	20%	20%
exam 2	20%	20%
homework, quizzes	30%	25%
extension and presentation of one homework assignment or data set discussed in lecture		5%
class participation, peer reviewing	10%	10%
project	20%	20%

The exams will be in-class exams of about one hour duration. There will not be a cumulative final exam. Please: no requests for early or late exams.

Homework assignments 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.

Quizzes will be short (no longer than half an hour), and may involve data analysis and/or questions about the reading assigned up to that point.

The participation grade will be based on such factors as:

- contributions to class discussion (more on this below)
- contributions to peer review groups
- helping other students learn the material (this has to be brought to my attention)

In the past, low participation grades have been given to students who:

- have frequent distracting conversations with other students during class lectures
- only come to class for exams
- ask questions via e-mail that have already been covered in class or are answered on the website
- make no substantial intellectual contribution to peer review group

More information about the term paper will be provided later.

Lectures

Lecture slides will be posted on the class web site after lecture, not before. It's futile to ask me to post the slides before lecture, for the following reasons: (1) I will still be updating the slides before class. (2) It is pointless for me to add animation to the slides (introduce bullet points one at a time) if students have already have them. But if I don't add animation, I skip through the slides too quickly, to your detriment. (3) Providing the slides to students ahead of time encourages me to make them more detailed than necessary.

Some (most? all?) lectures will involve in-class data analysis. In such cases, the data is posted on the class web site and you should download and bring it to class. I have tried to anticipate below on the schedule which sets of data we will discuss on a particular day.

While you are expected to contribute to class discussion, this does not mean you have to ask an open-ended, deeply philosophical question every 5 minutes. In fact, you should not. I have found in previous quarters teaching this class that 98% of questions during lecture are asked by the same 2% of students. This quarter I would like to limit questions from the same person during the same set of slides to one. Exceptions to this rule will be to ask questions about a possible mistake on a slide or whether something I just said was a performance error. At the end of a set of slides, time permitting, I will take more questions. Questions that I don't have time to answer during class can be turned in and if they are of general interest, I'll answer either during the next class or via e-mail. Otherwise, you will get a personal answer via e-mail.

Readings

Our readings will come from Hayes 2009, a textbook I have not used before. Please read *actively*: take notes, read more than once, and work out as many of the end-of-chapter problems as you can possibly find time for.

Additional readings are posted on the class web site: Newmeyer 1988, sections 3.5-3.6 of Kenstowicz 1994, Odden 2005a, ch. 8 of Odden 2005b.

Administrative details

	<i>my office</i>	<i>Department of Linguistics office</i>
	Sharon Hargus	Mike Furr (Administrator), Joyce Parvi (Office Assistant)
	A211 Padelford	A210 Padelford
	685-4263	543-2046
	sharon@u	phoneme@u
http://	faculty.washington.edu/sharon/	depts.washington.edu/lingweb/
ofc. hours	Tues 1-3 and by appt	8-5:15 (sometimes closed around noon)

I have an answering machine. 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.

Schedule of topics covered

<i>week</i>	<i>date</i>		<i>reading</i>	<i>in-class data analysis (download)</i>	<i>other</i>
1	Mar 31	Review of syllabus. Phonetics vs. phonology. Distinctive features.	Hayes 4.9		
1	Apr 2	More on term paper. Morphological analysis. Alternations: alternant forms of morphemes and underlying representations. Neutralization. Morphophonemics.	Hayes 5, 6	Kikuyu verbs, Turkish nouns	review of Newmeyer handout; survey of student language/phonological interests
2	Apr 7	Citation and reference format in linguistics. More practice with alternations, URs, and neutralization.		Kimatuumbi, Thai	feedback on interests
2	Apr 9	Iterative rules; underspecified URs. Generative vs. structural phonology.		Turkish vowels	quiz
3	Apr 14	Searching library databases (meet in library classroom)			1 st alternations HW due; term paper topic selection
3	Apr 16	Alternations: epenthesis and deletion.	Hayes 7, 8	Iraqi Arabic, Cree, Tibetan	assignments to peer review groups
4	Apr 21	Alternations: rule interaction (order)		Squamish	
4	Apr 23	More on rule order		Klamath, N. Salentino	
5	Apr 28	More complex alternations.		Somali, Serbo-Croatian	quiz
5	Apr 30	Diachronic phonological analysis	Kenst. 3.5-3.6; Hayes ch. 11		2nd alternations HW due
6	May 5	Phonological typology	Odden		progress report to peer review group

			05b ch. 8 (8.1, 8.2)		
6	May 7	Evidence for the syllable	Hayes ch. 13		
7	May 12	Syllabification			exam 1: alternations
7	May 14	Syllable universals and variation	Hayes ch. 4.4		
8	May 19	Syllables: epenthesis and deletion again	Odden 05b 8.3	Lebanese	first draft of term paper posted
8	May 21	Syllables: subsyllabic constituency	Hayes ch. 14	Ancient Greek	
9	May 26	Syllables: compensatory lengthening			quiz; peer review deadline
9	May 28	Productivity, abstractness. Grad student presentations	Hayes chs. 9, 12		syllables HW due; in-class discussion in peer review groups
10	Jun 2	Productivity, abstractness. Grad student presentations			course evaluations; comments from SH on first drafts of term projects
10	Jun 4	Review and questions			exam 2
Finals	Jun 9	Term paper due, 5 pm			

References

- Hayes, Bruce. 2009. *Introductory Phonology*. Oxford: Wiley-Blackwell.
- Kenstowicz, Michael. 1994. *Phonology in Generative Grammar*. Oxford: Blackwell.
- 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.