**LING 4301:** Phonological Theory

 Fall 2018

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|  | **Instructor:** Dr. Daniel Scarpace [ˈdænʲjʊɫ skɑɹˈpʰɑʧeɪ̯] | **TA**: Yaqing Cao |
| **Office Number:**  | Hammond Hall 125 | Hammond Hall 128 |
| **Office Hours:** | Tuesday 1-2 PM, Thursday 10-11 AM, or by appointment | Tuesday/Thursday 1:30-2:30 PM |
| **Email Address:**  | daniel.scarpace@uta.edu  | *Pending* |
| **Faculty Profile:** | <https://www.uta.edu/profiles/daniel%20-scarpace>  | *Pending* |

**Time and Place of Class Meetings:** Tuesday/Thursday 5:30 PM – 6:50 PM; TH 202

**Description of Course Content:** LING 4301 covers the study of the principles that govern sound systems in human languages. Students will work with sound patterns from a wide variety of the world’s languages. Course readings will introduce the fundamentals of the different areas of phonological phenomena, and course assignments will require hands-on application of the descriptive and theoretical tools in working with sound pattern data. Lectures will further develop this approach of description, analysis, and argumentation for phonological data. As the semester progresses, students will be expected to engage higher-level questions about what phonological models are expected to explain and to talk about data in an increasingly sophisticated and prose-based manner. Developing clear prose and argumentation to present descriptions, generalizations, and analyses are all necessities in this course.

**Student Learning Outcomes:**

Students who successfully complete LING 4301 should be able to do the following:

o Develop and refine skills in phonological analysis and in writing up this analysis.

o Recognize and formulate phonological arguments, as well as express them in prose.

o Become familiar with the phonological patterns that are possible cross-linguistically.

o Analyze phonological data using theoretical frameworks.

o Use phonological evidence for reconstructing past forms of languages.

o Do independent research in phonology, at least at a beginning level.

**Required Textbooks and Other Course Materials:**

* Odden, David. 2013. *Introductory Phonology*. UK: Wiley-Blackwell. Referred to in the syllabus as Odden.
* Additional readings provided on Blackboard.

Specific reading assignments are listed in the calendar below. Please note: Although this textbook is required and you are responsible for knowing its content, we will often go beyond this text in the classroom, and homework assignments will often be based on the content and details of the lectures as well as the book. The book, in other words, is not a substitute for coming to class (and nor is coming to class a substitute for reading the book!)

You are also responsible for checking the Blackboard site for this class regularly to access class notes, handouts, updates, assignments, etc. (login at https://elearn.uta.edu/webapps/login/).

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| Item | Points (500 total) | % of total score |
| Attendance & Participation | 50 | 10% |
| End of Week Quizzes | 60 (6 x 10 pts each) | 12% |
| Homework(due on Blackboard on Sundays) | 210 (7 x 30 pts each) | 42% |
| Midterm Exam | 90 | 18% |
| Group Project | 90 pts | 18% |



**Description of Assignments**

|  |  |
| --- | --- |
| **Participation Grade** | **Meaning** |
| 0 pts | Not present, not engaged with classwork or groupmates |
| 1 pt | Works diligently but often distracted by non-class related materials |
| 2 pts | Well engaged, only occasionally distracted |
| 3 pts | Engaged with classwork and groupmates, always focused on task at hand, helps others and asks good relevant questions |

**Attendance and Participation (50 pts total)**. Attendance is mandatory due to the interactive nature of the course. Your grade will be based on how well you get along with your teammates and how well you contribute to the group work. Your participation grade will be reported to you on Blackboard each week, out of 3 points. **Note: you can still get a 0 for participation even if you are present!**

**Quizzes** **(60 pts total)**. Quizzes in this class will be given at the end of various weeks throughout the semester, to ensure that students have understood the terminology and concepts covered, as well as review the symbols of the IPA. The quizzes will be short, but timed.

**Homework (210 pts total)**. The homework assignments make up the bulk of the points in this course. They are usually due at the end of the week and cover material from the previous topic. All homework assignments will be submitted via Blackboard. Many assignments can be typed directly into Blackboard; for others, you must submit your responses as a PDF in order to preserve images, fonts, etc. ***No other file types will be graded***.

**Midterm (90 pts)**. There will be one midterm, which will consist of solving one or more phonological data sets and writing up an explanation. A portion of the exam will also be collaborative (taken in a group).

**Group Project** **(90 pts)**. A project detailing the phonologies of several languages of the same family, as well as a historical reconstruction of the parent language. The write-up will be collaborative, but each team member will be responsible for one language. There will be preliminary assignments throughout the semester to check in on the students’ progress.

**Extra Credit**.A small number of extra credit questions will show up on exams and homeworks. There will be no other opportunities for extra credit in the course.

**Explanation of how the day-to-day class works**

The format of this class is called Team-Based Learning, which is highly related to other student-driven pedagogies such as Active Learning and Problem-Based Learning. Instead of a lecture format in which the instructor reads or explains the material while the students passively take notes, in this course the students are actively involved in the learning process. While the instructor (me) will often give some relevant explanation or model sample problems in class, there will be little-to-no formal lecturing. Instead, class time is for practice and discussion – something you wouldn’t be able to do on your own at home. The students (you) will be working through activities and problem sets with your teammates in order to develop and solidify your understanding of the material. The instructors will circulate during the class period to answer questions and point you in the right direction if you get stuck.

To reiterate, **you are responsible for your own learning.** My job as the teacher is to facilitate this process through carefully constructed activities and assignments; not toexplain all of the material. To this end there are two key aspects of this learning model that you need to follow to do well:

1. **Do the assigned reading before coming to class.** On some days, there is a quiz based on the reading, but on other days, there might not be. You should still keep up with the reading. If you have not absorbed the material before coming to class, you will find that going through the activities to be a slow process. I will **not** be re-explaining the material in class: this is a waste of my time and yours. One of my goals as an instructor is to teach you how to be better and closer readers of challenging material (being able to read is something you’ll have to do well after you graduate college!). I will help you do so for many of the readings by providing reading guides online. You are of course encouraged to ask me and others questions about the reading in class or outside of class!
2. **Stay focused during class.** Perhaps you find the activities and problem sets in class to be difficult. Some of them are, but all of them are doable with the help of your classmates and the instructors. Being engaged is key in this class, and this will factor into your participation grade.

**If you’re having issues with this approach to learning, please talk to us. We’d be happy to discuss/debate how this works! Not everything will work out as planned, so if we can be doing a better job at any of the above, let us know and we’ll try to fix it.**

**Calendar (tentative)**

**Important Dates: Fri Sept 7th, Census Date**

 **Fri Nov 2nd, Last day to drop classes**

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| --- | --- | --- | --- |
| **Date/****Week** | **Topic** | **Assignments** | **Readings** |
| 1 |   |  |  |
| 8/23 | Introduction to Phonology |  | Odden Ch. 1 |
| 2 |   |  |
| 8/28 | IPA Practice |  | Odden Ch. 2 |
| 8/30 | Phonemic Analysis |  |  |
| 9/2 |  | **Quiz #1** |  |
| 3 |   |  |
| 9/4 | Features / Natural Classes |  | Odden Ch. 3 |
| 9/6 | Features / Natural Classes |  |  |
| 9/9 |  | **HW #1** |
| 4 |   |  |
| 9/11 | Morphology |  |  |
| 9/13 | Morphology |  |  |
| 9/16 |  | **Quiz #2** |
| 5 |   |  |
| 9/18 | Morphology & Phonology |  | Odden Ch. 4 |
| 9/20 | Morphology & Phonology |  |  |
| 9/23 |  | **HW #2** |
| 6 |   |  |
| 9/25 | Interacting Processes |  | Odden Ch. 5 |
| 9/27 | Interacting Processes |  |
| 9/30 |  | **HW #3, Quiz #3** |
| 7 |   |  |
| 10/2 | More Complex Problems |  | Odden Ch. 6 |
| 10/4 | More Complex Problems |  |  |
| 10/7 |  | **HW #4** |
| 8 |   |  |
| 10/9 | Review |  |  |
| 10/11 | **Midterm** |  |  |
| 9 |  |
| 10/16 | Typology / Naturalness |  | Odden Ch. 7 |
| 10/18 | Typology / Naturalness |  |  |
| 10/21 |  | **Quiz #4** |  |
| 10 |  |
| 10/23 | Syllables / Stress |  |  |
| 10/25 | Syllables / Stress |  |  |
| 10/28 |  | **HW #5** |
| 11 |  |
| 10/30 | Tone |  | Odden Ch 9 |
| 11/1 | Tone |  |  |
| 11/4 |  | **HW #6** |
| 12 |  |
| 11/6 | Sound Change |  | Campbell Reading |
| 11/8 | Sound Change |  |  |
| 11/11 |  | **Quiz #5** |  |
| 13 |  |
| 11/13 | Sound Change |  |  |
| 11/15 | Sound Change |  |  |
| 11/18 |  | **HW #7** |
| 14 |   |  |
| 11/20 | Abstractness / Psychological reality |  | Odden Ch 8 |
|  |  |  |  |
| 15 |   |  |
| 11/27 | L2 Phonology |  |  |
| 11/29 | L2 Phonology |  |  |
| 12/1 |  | **Quiz #6** |
| 16 |   |  |
| 12/4 | Review |  |  |
|  |  |  |  |
| 17 |   |   |
| 12/12 | Final Paper is due |  |

**Course Policies**

**Exams.** If you miss an exam, you will be allowed to take a make-up only if you can provide written documentation of an extreme and reasonably unforeseeable circumstance (e.g. sudden serious illness, major family crisis, etc.). Something like, “I’m going to be out of town on a cruise” is NOT an acceptable excuse for missing any exam (or any other assignment, really). Should you find yourself needing a make-up exam, you must contact the instructor by e-mail **BEFORE** the exam date to request a make-up. Students who miss an exam but do not notify the instructor as specified herein will receive a grade of zero (0%).

**Make-up work.** The make-up policy is the same as the exam policy. Let us know as soon as possible if you need an extension (only legitimate excuses, please), because we will be returning and reviewing the homework assignments the next class period. We cannot allow anyone to turn in a homework after it has been discussed in class.

**Classroom behavior.** Class sessions require your full attention. All cell phones, iPods, MP3 players, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store homework from other classes, newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. In some cases, you will need to use a laptop, tablet, or phone for an activity, please try to not be distracted by other applications on your device at that time. Note: I reserve the right to ask you to leave the classroom if you are being disruptive.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks” (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students’ learning may be asked to leave class and/or referred to the Office of Student Conduct.

***And a further note on civility in the classroom:*** Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for learning and teaching.

**Blackboard.** This course will utilize Blackboard this semester. Handouts and other materials will be available via Blackboard. It can be accessed by logging into the Blackboard website: <https://elearn.uta.edu>. It is your responsibility to make sure that you are able to access Blackboard, and to check it regularly.

**Electronic Communication Policy**. All students must have access to a computer with Internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav and/or through BlackBoard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. I check my email periodically during the school week and occasionally on the weekend. I do not monitor my email 24 hours a day; however, I do try to respond to emails within 24 hours of receiving them. If you don’t have a response from me by email within 24 hours of sending it, please come see me in class or resend your email as there may be a chance it was lost in cyberspace. (Also, please make sure that you use your MavMail address—not your hotmail, gmail, yahoo, etc. addresses—when emailing me.)

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Syllabus and Schedule Changes**. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

**Important Academic and Administrative Policies**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the **product of each student's own effort**. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism or collusion). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

In this class, you will be required to do research and be able to properly cite that research in prose. If you are unfamiliar with citing other people’s work, please either set up an appointment with me, contact Jody Bailey, a research librarian, at jbailey@uta.edu, or visit the Writing Center.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures as laid out for faculty (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort t solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Librarians to Contact:** The reference librarian for Linguistics and TESOL is Jody Baily (jbailey@uta.edu).

**Writing Center:** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right and up the stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.