

HONR-LA 3304: Phonetics and Phonology

Fall 2011 Syllabus and Course Policies

Instructor: Dr. Colleen Fitzgerald
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Phone: 817-272-3133
Office Hours: Tuesdays and Thursdays 9:45 am – 10:45 am and by appointment
Email: cmfitz@uta.edu
Web page: <http://ling.uta.edu/~colleen>
Prerequisites: LING 3311 or instructor permission
Section info: HONR-LA 3304 Section 004 TR 11:00 am – 12:30 pm, Trimble Hall 202
Required Texts: Hayes, Bruce. 2009. *Introductory Phonology*. UK: Wiley-Blackwell.
Recommended Readings Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet. 1999. Cambridge University Press.

Teaching Assistant: Nathan Eversole
Office: Trimble Hall 217C
Phone: 817-272-3133
Office Hours: W 12 p – 1 pm, Thursday 12:30 pm – 1:30 pm
Email: nathaniel.eversole@mavs.uta.edu
Web page: <http://ling.uta.edu/~nathan/>
Note: Any questions on the Wikipedia entry and the poster/final project should be directed to Nathan.

Teaching Assistant: Libby Tatz
Office: Trimble Hall 217A
Phone: 817-272-3133
Office Hours: M 11-11:50, Tuesday 12:30 p – 1:30 p
Email: elizabeth.tatz@mavs.uta.edu
Web page: <http://ling.uta.edu/~libby/>
Note: Any questions on the service learning requirement and trips should be directed to Libby.

Term of address: The professor will not answer or respond to inquiries addressed to Mrs. Fitzgerald or Ms. Fitzgerald (or Mr. Fitzgerald!). There are a variety of other professional options from which students can choose. Consider paying attention to terms of address and producing one from the appropriate/acceptable range as being one element in learning and applying linguistics in the real world.

Description of Course Content: Phonetics is the study of speech sounds from a physical perspective (such as articulatory or acoustic), while phonology focuses on the patterning of speech sounds in particular languages from a more abstract or cognitive perspective.

This course introduces both phonetics and phonology at the undergraduate level. Students will acquire the fundamentals of phonetic and phonological description and analysis. To accompany this theoretical and practical grounding, there will be some introduction to the tools of recording and software for speech analysis, which will give students some preliminary skills in doing phonetic and phonological research on their own. There will be a final project on the phonetics and phonology of Oklahoma Native American languages. Finally, this course has a service-learning requirement, and so it will serve to satisfy that requirement in the BA Linguistics degree. This will include different options for different students based on interest and skill levels: editing or annotating archival sound files from Native American languages, perhaps participating in a hands-on training session for Oklahoma Native Language teachers, or digitizing sound files for a tribal language project. Students will emerge from the class with some amount of each the following: the tools to do preliminary sound analysis, the theoretical background to take more advanced phonology classes like LING 4320, practical applications of phonetics and phonology for language teaching, and a possible research project. This will be an exciting opportunity for students to learn more about phonetics and phonology via a unique part of the American heritage, the indigenous languages of Oklahoma.

Student Learning Outcomes:

Students who successfully complete HONR-LA 3304 Phonetics and Phonology should be able to do the following:

- Accurately identify the physiology of the vocal tract and corresponding sounds by articulator/manner/voicing.
- Transcribe English at a phonetic and a phonemic level
- Demonstrate an ability to identify and formalize phonological alternations from problem sets.
- Develop and expand knowledge of language (specifically, phonology) as a system essential to the human condition and the expression of human culture.
- Demonstrate preliminary skills in identifying and describing phonetic and phonological traits in the world's languages.

Requirements:

- The course prerequisite is LING 3311. Students who are concurrently taking LING 3311 should be aware that in taking this course without the prerequisite, will require that they are responsible for doing the necessary work and putting in the extra work in order to get up to speed with the other students. Students are very strongly encouraged to be proactive, start the reading early, and meet with the professor and/or TAs. The choice to take the course without the prerequisite means that a student has chosen to take responsibility for any lack of preparedness for this course and the resulting impact to the final grade. Students who are unwilling to accept these conditions should not take this course until the successful completion LING 3311.
- The service learning requirement may be satisfied by an off-campus trip or by performing the hours to satisfy the requirement by service activities that can be performed on campus, but during hours outside of class time. See the assignments sheet for more details; dates for trips are forthcoming.

- The poster must stay up minimally from 9:29 am to 5 pm on December 8, 2011. We anticipate the room being available from 8:00 am onward. Students will be expected to do an individual presentation of the poster to the professor, either at some point on that date, or prior to December 8.

Descriptions of major assignments and examinations:

Assignments	Due Date	Points Possible
Homework	Nearly every class, unless a quiz or other assignment is due, with the lowest grade dropped	50
Quizzes	Five quizzes as announced the class before, with the lowest grade dropped	100
Service-learning Requirement	Reflection (pre- and post-) due based on individual service choice; presentation to class on 12/1	100
Wikipedia entry	Due 10/20; revisions may be required	50
Oklahoma language phonetics/phonology final project	Posters (and honors papers) topics must be submitted 10/27; final posters and presentation are due 12/8	200

Grading Policy: There are five hundred possible points that can be earned in the class. Students must be present in class for the entire day to earn the full points on any assignment. Late assignments will not be accepted. One quiz and one homework assignment grade (the lowest for each) will be dropped. Points can be earned from any assignment. Different assignments contribute different point values. It is the final total point value that leads to these letter grades:

Letter	Point Range
A	450 – 500
B	400 – 449
C	350 – 399
D	300 – 349
F	0 – 299

Attendance Policy: Attendance in class is "additive" – it is how one earns points to pass the class. Every missed class will result in points that cannot be earned and therefore, added to the "pot" of points for the final grade. Missing dates on which a major exam is due will have a major impact on the grade; missing one homework or one quiz date will result in a zero. However, the lowest homework and the lowest quiz grade will be dropped, equivalent to two absences if one were to miss one of each.

Make-up Exams: There are no exams. There are no make-up options for quizzes. However, the lowest quiz can be dropped.

Approximate Course Schedule (homework assignments as announced in class)

Date	Topic	Reading Due	Assignment Due
WEEK 1			
8/25	Overview of the course structure and topic		
WEEK 2			
8/30 9/1	Phonetics cont'd	Hayes Ch 1	
WEEK 3			
9/6 9/8	Phonemic Analysis cont'd	Hayes Ch 2	
WEEK 4			
9/13 9/15	More on Phonemes : Guest Lecture by Josh Jensen Finish up Phonemes	Hayes Ch 3	
WEEK 5			
9/20	Features	Hayes Ch 4	
9/22	cont'd		
WEEK 6			
9/27 9/29	Sound Editing and Phonetic Analysis via Praat and Audacity Software – Nathan Eversole lecture Library tutorial with Jody Bailey		
WEEK 7			
10/11 10/13	Morphology cont'd	Hayes Ch 5	
WEEK 8			
10/18 10/20	Phonological Alternations 1 More on alternations: Guest Lecture by Josh Jensen	Hayes Ch 6	Wikipedia entry due
WEEK 9			
10/25 10/27	cont'd Phonological Alternations 2	Hayes Ch 7	Poster topic due
WEEK 10			
11/1 11/3	cont'd Morphophonemic Analysis	Hayes Ch 8	
WEEK 11			
11/8 11/10	cont'd Syllables	Hayes Ch 13	
WEEK 12			
11/15 11/17	Historical Phonology – Libby Tatz lecture Finish syllables	Hayes Ch 11	
WEEK 13			
11/22 11/24	Stress, Stress Rules, and Syllable Weight No Class- Thanksgiving break	Hayes Ch 14	
WEEK 14			
11/29 12/1	Finish stress unit Service-learning presentations		Service-Learning Presentation
WEEK 15			
12/6 12/8	Big picture: What did we learn Posters and presentations – posters must be set up by 9:30 and stay up until 5 pm in designated location; note this is a session that is open to the greater linguistics community		Poster
WEEK 16			
	NOTE: NO FINAL EXAM		

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. Contact the Office of Financial Aid and Scholarships for more information.

Americans with Disabilities Act: The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

Academic Integrity: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form, including but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards 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). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

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 Available: The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

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 course 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.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox 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>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Librarian to Contact: Jody Bailey, MA, MLIS,
Central Library, Room 312
jbailey@uta.edu
<http://libguides.uta.edu/profile/jodybailey>

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.

Assignment Sheet

Service-Learning All students are required to complete a 10 hours of volunteer activity as part of a service learning requirement, plus reflective writing before and after and a class presentation on December 1 on this activity. Service-learning is a pedagogy that combines traditional class activities with volunteer service and active reflection. There will be a range of options to satisfy this requirement, and students who have another (creative) idea about a valuable service should contact the professor and pitch their idea. Students who choose the Oklahoma trip options will have most of their (reasonable) expenses covered. Documentation of hours and performance will be essential to satisfying this requirement.

Option 1: Digitization at the Sam Noble Oklahoma Museum of Natural History (dates TBA): The Native American Languages Collection curates collections on the languages of Oklahoma, and the type of materials in this archive vary considerably. This will involve driving up to Norman, OK early on a Friday morning and receiving training at SNOMH in digitizing legacy (analog) recordings, and then digitizing files on that Friday and Saturday. Students will return to Arlington on Saturday evening, so this trip will require an overnight stay in Oklahoma.

Option 2: Sound file editing for the Chickasaw Language Revitalization Program (dates TBA): The Chickasaw Language Revitalization Program is interested in putting recordings of the lexical entries of Vinnie May (James) Humes online as part of putting the Humes dictionary online. This requires cutting sound files into smaller word-sized units. This will involve driving up to Ada, OK early on a Friday morning and then editing files on that Friday and Saturday. This may require some pre-trip training, beyond the class session on Praat and Audacity. Students will return to Arlington on Saturday evening, so this trip will require an overnight stay in Oklahoma.

Option 3: Endangered Languages Week: The Department is sponsoring an "Endangered Languages Week," from October 31 to November 5. This will involve a number of panels and presentations, a screening of "The Linguists," and Volunteering

Option 4: Local work on sound files and databases

Possible Option 5: (to be confirmed) Attend the Oklahoma Native Language Association on October 20-21 in Ada, Oklahoma. Assist the professor with the training courses she is conducting there. This will involve leaving Wednesday evening and returning Friday evening, and we will spend two nights in Ada, OK.

Hybrid: Students may split hours between option 3 and 4 to equal 10 hours total.

Freestyle: Students (either solo or as a group) who have an idea for something that might be valuable should talk to the professor.

In addition to completing the service activity, students will do reflective writing prior to the activity, and following the activity. Each student will also be expected to share about their experiences as part of the Service Learning Presentations.

Due Date: Presentations on December 1 (service and written reflections complete prior this date)

Wikipedia entry Your writing assignment for the class is to produce a Wikipedia entry on a preapproved Oklahoma language, where there is little or no information on its phonetics and phonology. You may be asked to revise this entry if you fail to follow appropriate academic citation of sources or if the prose or data needs revision.

Entries are likely to add about 500-1000 words, not including data, to the entry. It should include a consonant and a vowel chart, but other items will depend on the language and its resources. In addition to

Due date: October 27

Note: You must turn in a bibliography and PDF versions of any journal articles or other electronic resources used to do this project, as well as doing the edits on the appropriate page or stub at http://en.wikipedia.org/wiki/Main_Page. A PDF or screen print of your

Oklahoma Languages Final project: Students will be producing a research poster on some aspect of the phonology or phonetics of an Oklahoma Native Language. Oklahoma has been described as a language hotspot, high in language density and with severe language endangerment. Of the 39 indigenous languages, a number are no longer spoken by fluent first language speakers. And many of the 39 languages have limited amounts of documentation in terms of their phonetic and phonological description. Your task will be to try to find some sound-related aspect of one of these languages and prepare a "research poster", and present your poster to an open audience conference style on the last day of class. You will follow ACES guidelines for designing the poster.

Note: Topics and language choice must be submitted for approval by October 27. Poster presentations are December 8 with the additional individual presentation requirement as scheduled/noted on syllabus.

On the final day of our class meeting, we will have a mini-poster conference, with each class member standing beside their poster for the duration of the class (11:00 – 12:20 p) on December 8th in a to be determined location. Posters are expected to be up sometime between 8 am and 9:29 on this day and must stay up until 5 pm. Our class will invite visitors that day and each student will handle the audience that attend, giving the poster "spiel" to people. Never seen a poster session before? Come up to Denton on Saturday,

September 10, 2011 where the University of North Texas will be hosting the DFW Metroplex Conference in Linguistics and check out the talks and posters.

In terms of formatting, posters must be prepared according to ACES format:
<http://www.uta.edu/aces/help/posters.php>

Students will need to do their poster presentation and spiel individually with the professor sometime during the day of December 8th; for those students for whom this may be impossible, an appointment will need to be set sometime prior to December 8th to do this presentation.

In terms of content, there are many possibilities of how this project can be done. One approach would be to present a consonant and a vowel chart, and to pull together data from the linguistic resources to create your own phonology problem set and to present the solution. If this approach is taken, it should be a problem at the level of difficulty appropriate in the second half of the semester. This is a project where students may have a unique set of skills to bring to the table, so creative ideas that are phonetic or phonological and on the topic of Oklahoma languages are welcome; see the professor for direction/consultation if you are thinking of going bold or going rogue.

Note: You must turn in a bibliography and PDF versions of any journal articles or other electronic resources used to do this project.

Honors credit: Students enrolled in HONR-LA 3304 – 004 will need to choose one of two options in order to satisfy the additional assignment requirement: a more ambitious research topic for their poster (i.e., something that has potential to be developed into an honors thesis, for example) or to write up their poster as a paper, in addition to a poster. (Paper options will require submission by 5 pm on December 8, 2011.)

Due date: December 8 (topics due October 27)