

Linguistics 102: Phonology II
Fall 2016

	Brian Smith	Jason Ostrove	Jeff Adler
	Professor	Teaching Assistant	Teaching Assistant
Office hours	Tu 2–3; Th 10–11	Th 1–2	Wed 1–2
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	Lecture	Section 1A	Section 1B
Time	MWF 10:40–11:45	M 2:40–3:45	M 5:20–6:25
Place	Cowell Clrm 131	Kresge Clrm 325	Kresge Clrm 325
Taught by	Brian	Jason	Jeff

Office hours are subject to change. These changes will be announced in class, but please check eCommons for an updated syllabus if you're unsure.

COURSE DESCRIPTION

Building on the basics you learned in Intro to Linguistics, Phonology I, and Phonetics (if you've taken it), this course will teach you how to engage in **comparison of phonological theories**, focusing on **constraint-based** analyses. Constraint-based theories approach phonology differently from the rule-based analyses you're accustomed to. Constraint-based theories excel at making predictions about **phonological typology**, and this course will involve data from many familiar and unfamiliar languages, especially regarding stress, syllabification, and morphophonology.

You'll be drawing especially on the following skills

- Seeing patterns in phonological data and describing them systematically. Including...
 - breaking words into morphemes (and rethinking this when necessary)
 - identifying phonotactic patterns
 - identifying alternations
 - positing underlying forms (and rethinking when necessary)
 - using phonetic symbols
 - using features to describe natural classes and changes
 - using syllable structure where relevant
 - choosing suitable examples from a dataset to illustrate each aspect of the pattern
- Determining predictions made by a phonological analysis and the data needed to test them
- Comparing and evaluating different analyses of the same data

COURSE GOALS

- This course is intended to deepen your understanding of the richness and logic of a human behavior that you experience every day—phonology.
- You will also begin to acquire the background necessary for...
 - reading and understanding current and past published work in phonology
 - carrying out your own research in phonology
- On the practical side, knowing more phonology may be useful to you if you're interested in...
 - language learning
 - language teaching
 - speech technology
 - speech/language therapy

ADMINISTRATIVE MATTERS

Weekly breakdown

- Classes will follow a basic rhythm, alternating between lecture, problem solving, and review.
 - Monday in lecture — Take quiz at beginning of class, go over quiz, short lecture.
 - Monday in section — Go over last HW you turned in, complete weekly practice problems, and ask questions on upcoming HW.
 - Friday — Turn in homework.
 - Section attendance is essential to success. Assignments assume that you've been to all sections and lectures.

Grading breakdown

- 45% homeworks, 20% quizzes (drop lowest 3), 15% midterm, 20% final
- I won't round up final grades for any reason.
- You'll be assigned the highest grade you qualify for based on the cutoffs below.

D–	D	D+	C–	C	C+	B–	B	B+	A–	A	A+
60%	63%	67%	70%	73%	77%	80%	83%	87%	90%	93%	97%

Homework

- Available on eCommons on Friday and due the following **Friday** in class printed out or handwritten. Do **not** e-mail homeworks.
- Homework is always on old material: start the homework early over the weekend. Ask questions in section on Monday, and last minute questions in lecture on Wednesday.
- You're encouraged to discuss the problems together. Solutions must be written up individually, though.
- Homeworks are open-ended. I'll provide a set of data, minimal directions, and a set of basic questions. You'll turn in a write-up in prose that answers the major questions and clearly presents your analysis of the data.
- No late homeworks will be accepted without a valid, *documented* reason for the lateness (doctor's note, police report, towing receipt, death certificate, etc.). You must negotiate this with your TA before he goes over the HW in the following discussion section. Why?
 - for fairness to other students (especially if your TA goes over the assignment in section!)
 - to preserve your TA's sanity
 - partly for your own good, to deter you from falling behind

Quizzes

- There will be a short quiz (15 minutes) at the beginning of Monday class once a week
 - To avoid losing class time, I will be strict about collecting the quizzes after 15 minutes
 - Please arrive on time to class so that you have the full 15 minutes!
- I will always announce the subject of the quiz ahead of time. It may involve problem solving or answering questions on assigned readings
- You may prepare a (double-sided) sheet of notes to consult, but you might not need it.
 - Making a sheet like this is a great learning technique, even if you don't use it
 - I'll always provide constraints with definitions, but I won't define technical terms you're expected to know
 - The sheet can be typed or handwritten, any font size, but stick to standard paper size
- No make-up quizzes, even if you miss the quiz for a good or unavoidable reason
 - But, the lowest 3 quiz grades will be dropped
 - If you miss a quiz for a documented reason, you can be excused from the quiz, so it won't count against your grade

Online component of course

- We will be using the course's eCommons website. Handouts and links will be posted there, and most announcements I send out will be archived there
- There will important items posted there that I'm not distributing on paper: homework assignments, reading advice, homework answers, and maybe some other things

Readings

- No required textbook: readings posted online on eCommons and announced in class
- Readings are meant to serve as background and reinforcement for what we do in class
 - Lectures and discussions won't directly review the reading, but we can talk about anything in the reading that you want to
 - Quizzes may occasionally ask about the readings
- Readings mainly come from three textbooks:
 - Kager (1999): Optimality Theory
 - McCarthy (2002): Thematic Guide to Optimality Theory
 - McCarthy (2008): Doing OT

Academic integrity

- UCSC does not tolerate plagiarism. Students found to have plagiarized will be reported to their college, with dismissal from the university a possible consequence. It can lead to failure of the class. If you're unclear about what constitutes plagiarism, or what the consequences are, check out http://www.ucsc.edu/academics/academic_integrity/.
- For written homework assignments, you are encouraged to discuss them with your classmates, but you must write up your homework alone. Please list the names of your classmates that you worked with. Note that identical or near-identical homework write-ups constitute plagiarism.

Academic honor and respect:

- Please honor and respect the educational experience of your classmates. This includes:
 - arriving on time for class,
 - staying until the end of the class period, and
 - during class, being focused and engaged with the course material, refraining from texting, emailing, or web-surfing, or any other activity that is distracting to your classmates.
 - this means **no computers** during class

Disability statement

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, we would also like us to discuss ways we can ensure your full participation in the course. We encourage all students who may benefit from learning more about DRC services to contact DRC by phone at [831-459-2089](tel:831-459-2089) or by email at drc@ucsc.edu.

SECRETS OF SUCCESS

Always come to class and section

- Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it.
- Plus, there's nothing like missing a class to make a person feel lost, confused, and out of it.
- Not only do you miss the material from the day you were gone, but you get less out of the next class too because you're shy about asking questions

- **Talk to Brian or your TA** if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.
- Also, if you are curious in how to keep pursuing phonology. Whether you are interested in grad school, or alternative careers in linguistics.
- Also talk to us if you have a preferred pronoun or name that's not in the roster, or if anything in class makes you uncomfortable.
- Don't be shy about using our office hours. We set aside this time to meet with students; you are never "interrupting" when you come to see us during those hours.
- If those times don't work for you, you can try making an appointment—you'll have better success if you ask at least two days in advance. Be as flexible as you can.
- It's very inefficient if people skip class then want to make individual appointments. So, if you miss class (unless for a good reason), please use our office hours.

Talk to your classmates

- Discuss your readings, assignments, projects, ideas. Study together.

Things you should expect

- Readings and problem sets are challenging and take time
- Success on quizzes requires review of your class notes and handouts
- Traditional wisdom says that you should expect to spend 2 hours working outside of class for every 1 hour of class time. That's **seven hours** a week: one hour per day.

Things you shouldn't expect

- concepts seem mysterious
- what's expected of you is unclear
- it's unclear how to proceed, or how to tackle a problem
- *When these happen, let us know so we can try to fix it — you'll be doing your classmates a favor*

Wk	Date	Quiz (Mon.)	Topics	Homework always due on Friday
<1	9/23		Why constraints: the conspiracy problem	
1	9/26	no quiz	Problems combining rules and features Constraint-only theory: Optimality Theory (OT)	
	9/28			
	9/30			
2	10/3	quiz #1	Ranking arguments and argumentation Basic syllable structure constraints / factorial typology	HW #1 ranking arguments and OT practice
	10/5			
	10/7			
3	10/10	quiz #2	Correspondence theory Stress and feet in OT	HW #2 syllable structure and segmentation
	10/12			
	10/14			
4	10/17	quiz #3	Stress and feet in OT	NONE: Exam on Friday covers everything, including week 4
	10/19			
	10/21	EXAM!		
5	10/24	quiz #4	Moras and weight in OT Prosodic morphology	
	10/26			
	10/28			
6	10/31	quiz #5	Segmental phenomena in OT Converting rules into constraints	HW #3 stress (due Wed)
	11/2			
	11/4			
7	11/6	quiz #6	Tones and autosegmental phonology	HW #4 segmental phonology (due Wed)
	11/9			
	11/11		No class: Veterans day	
8	11/14	quiz #7	Lexical phonology	HW #5 autosegmental phonology
	11/16			
	11/18			
9	11/21	quiz #8	Opacity in OT; alternatives to lexical phonology Exceptionality and morpheme-specific phonology	NONE: Happy Thanksgiving
	11/23			
	11/25		No class: Thanksgiving holiday	
10	11/28		Phonology above the word The phonology-syntax interface	HW #6 lexical phonology
	11/30			
	12/2			
>10	12/5		Final paper due 12/5	

