

Course description and policies

<i>Contact information:</i>	Jennifer Smith, 309 Smith Building jlsmith@email.unc.edu (962-1192 for emergencies only)
<i>Office hours:</i>	Tu 1:00-3:00 and by appointment
<i>Class meets:</i>	MW 3:30-4:45, Dey 304
<i>Readings:</i>	Distributed in class and online; see course web site for information
<i>Course web site:</i>	http://www.unc.edu/~jlsmith/ling523.html Check the web site for announcements, relevant links, and a detailed daily syllabus (updated after every class), as well as information about readings and assignments.

I. Goals

This course is a graduate introduction to the theory and practice of generative phonology. Students will develop first-hand experience with phonological analysis and the construction and evaluation of linguistic models through frequent exercises and problem sets. Assigned readings include both introductory materials and articles from the primary phonology literature.

II. Prerequisites

The prerequisite for this course is Ling 520, Linguistic Phonetics, or the equivalent.

Please note: Undergraduate students who do not have significant prior background in linguistics or phonological analysis usually enroll in **Linguistics 200**, which is the phonology course for undergraduate majors. Students who have completed Ling 200 are not eligible to count Ling 523 toward the undergraduate major—but they are welcome to take Ling 524 (Phonological Theory II).

III. Course requirements

Final grades for the course will be calculated as follows:

Attendance and active participation	5%
Assignments (phonetics quiz, problem sets (~5–6))	30%
In-class midterm examination (1)	15%
Take-home midterm examination (1)	15%
Final “squib” project	35%
(proposal: 10% / presentation: 10% / squib: 15%)	

Total:	100%
--------	------

❖ **Attendance and participation:** You are expected to attend class, to complete the readings and discussion exercises on time, and to participate actively in class discussion. **Assume that you will be called on during class** to discuss readings and exercises.

DISCUSSION EXERCISES: These are phonological analysis problems that will form the basis of the next day’s class discussion. They will be posted on the Ling 523 web site as they are assigned. You do not have to turn these exercises in for a grade (though see below), but you are expected to complete them before class and to participate in discussion about them.

Completion of discussion exercises is one of the *most important parts* of this course, because phonology is best learned by actually doing it. Discussion exercises give you hands-on experience with material covered in readings and class discussion. Sometimes they require you to go beyond what has already been covered in order to consider the implications or shortcomings of a particular analysis or theoretical model. Discussion exercises are *essential preparation* for problem sets, exams, and the final squib.

You should expect to spend a *significant amount of time* on each discussion exercise, sometimes in the neighborhood of an hour or more depending on the problem. Prepare *notes or an informal write-up* of each discussion exercise so that you will be ready to discuss your results and solutions in class and use them to study for exams.

If I get the sense that students are not taking the preparation of discussion exercises seriously enough, I reserve the right to collect some or all of them, with no advance warning, to be graded. If this happens, the discussion exercise grades will be part of the participation grade and/or the assignments grade (grading policies will be specified if this becomes necessary).

READINGS: Readings will be assigned frequently, often with a “reading guide” handout to give you guidance about what to focus on. Be prepared to discuss readings in class, sometimes in conjunction with a discussion exercise or new data that is presented in class.

POP QUIZZES: At the instructor’s discretion, there may be occasional pass/fail pop quizzes, based on the major contents of readings or discussion exercises, whose results will be factored into the final participation grade.

ATTENDANCE: Multiple absences will make it difficult for you to keep up with the course material and will lower your participation grade. If you miss too many classes, I may ask you to consider withdrawing from the course. Also, if you have to miss class, it is your responsibility to collect any missed materials or notes from me or from other students in the class. Always check the course web site for news and assignments if you have been absent.

❖ **Assignments:** There will be approximately 6–7 assignments. There are two kinds.

A. Phonetics quiz: This quiz, which reviews basic phonetics concepts and terminology, will be given in class on *Wednesday, January 18*. This counts as one assignment.

B. Problem sets: Problem sets are similar to discussion exercises, except that they are to be turned in for a grade. They will follow up on material covered in readings, discussion exercises, and class discussion, and may include a section that requires thinking about how to go beyond what has already been covered. There will probably be 5–6 problem sets.

Problem sets must be neat, legible, and well-organized. *Grades will depend on how clearly and carefully you present and argue for your analysis, not only on whether the analysis is “right.”* You are strongly encouraged to type problem sets, although diagrams, charts, and phonetic symbols may be handwritten if absolutely necessary. (See the course web site for information about free IPA fonts; you are encouraged to learn to use them.)

You should expect to spend several hours on each problem set. It is best to work out a complete solution to the problem on scratch paper before even beginning the write-up.

Problem sets are due at the *beginning of class* and should be submitted *on paper* unless authorization is given in advance. If you have a printing crisis, you may submit your write-up by e-mail before class so that the assignment is not late, but please also submit a paper copy as soon as possible after class.

EVALUATION: Problem sets will be evaluated as follows. (Intermediate marks also possible.)

Excellent/A:	The discussion of the data and the proposed analysis are clear, thorough, and insightful, and show an appropriate application of concepts from readings and class discussion. Solutions are <i>defended</i> and <i>exemplified</i> (this is important!). 'A' work goes beyond simply "answering the question" and shows insightful thought and connections being made among concepts from class.
Good/B:	The write-up is on the right track and well organized, and does a reasonably good job of "answering the question."
Minimal/C:	The write-up is turned in on time and basically complete, but it is missing significant empirical generalizations, or it lacks clear presentation and evidence of thought and effort.
D or F:	The write-up is turned in on time, but it has major empirical problems or is not complete.
Missing (0):	Not turned in, or turned in late.

EXPECTATIONS: As a graduate student, one of your goals is to develop a mastery of the basic areas of linguistics and of organization and argumentation. Therefore, if your problem sets consistently receive grades lower than B, there is a serious problem that needs to be addressed; I will ask you to meet with me to discuss your performance in the course. If phonology will be a significant part of your dissertation or thesis, you should talk to me if you are not consistently receiving at least A- on problem sets.

Please seek help if you are feeling confused about course material, on an assignment or in general. I can't give you the specific answers to an assignment, but I might be able to help you see what to think about or how to structure your discussion.

COLLABORATION/CITATION POLICY: You are strongly encouraged to discuss problem sets with each other (please list the names of any collaborators when you turn in an assignment). However, you must write up your assignment independently. If any reference materials other than course readings, handouts, the course web pages, or in-class notes are consulted for any assignment, students are required to list such outside references in their write-up. (Note that outside references are not necessary unless otherwise stated.)

LATE ASSIGNMENT POLICY: As a general rule, no late assignments will be accepted for credit. Exceptions may sometimes be made in the following circumstances:

- (i) With *advance* permission before the due date, extensions *may* be granted on a case-by-case basis.
- (ii) If a serious illness or other emergency unexpectedly causes you to be away from campus on the day an assignment is due, or otherwise makes you unable to complete an assignment, the assignment should be turned in at the earliest possible opportunity. Please also provide a *written explanation* of the situation (quickly, by e-mail, if possible). On a case-by-case basis, such assignments *may* be accepted.

❖ **Midterm examinations:** There will be two midterm examinations.

A. Exam #1 (in class): This exam will be given on **Wednesday, February 15**. It will include short-answer questions to check for basic understanding of essential concepts, and problems that will test for the ability to carry out and argue for a phonological analysis.

B. Exam #2 (take-home): This exam will be similar to a large problem set but must be completed without collaboration. It will be assigned and due soon after Spring Break.

If you have a conflict with an exam date, please let me know *in advance* so that we can schedule a make-up exam. If you miss an exam with no advance warning, I cannot guarantee that you will be allowed to make it up.

❖ **Final squib and presentation**: A “squib” is a short, original linguistic paper. In the second half of the semester, you will select your own squib topic (in consultation with me), submit a squib proposal with references, present your analysis to the class in a “workshop” format, and hand in a final written version, which will most likely be significantly revised based on feedback from the presentation.

More detailed information about the squib and the presentation will be provided later in the semester.

- Squib **proposal** due in March (date TBA)
- In-class **workshop presentation** of your data and analysis: one of the last two or three class days (possibly W Apr 18; definitely M Apr 23 and W Apr 25)
- Final **write-up** of squib due to me by our final-exam period, Friday, April 27 at 4:00pm, at my office (Smith 309)

IV. Additional readings

If you would like additional background on a particular topic in phonology, the following books are good sources of information. They have been put on reserve (not e-reserve) under “LING523”.

- de Lacy, Paul (ed.). 2007. *The Cambridge Handbook of Phonology*. Cambridge, UK: CUP.
- Goldsmith, John (ed.). 1995. *The Handbook of Phonological Theory*. Cambridge, MA: Blackwell.
- Kager, René. 1999. *Optimality Theory*. Cambridge, U.K.: Cambridge University Press.
- Kenstowicz, Michael. 1994. *Phonology in Generative Grammar*. Cambridge, MA: Blackwell.
- McCarthy, John. 2002. *A Thematic Guide to Optimality Theory*. New York: Cambridge UP.
- McCarthy, John. 2008. *Doing Optimality Theory*. Oxford: Blackwell.

Another valuable reference is in the non-circulating Reference section in Davis Library:

- van Oostendorp, Marc, et al. (eds.). 2011. *The Blackwell Companion to Phonology*. Malden, MA: Wiley-Blackwell.

Please remember that the Honor Code of the university, which prohibits giving or receiving unauthorized aid on course work, is in effect in this course. See the full text of the Honor Code online at:

<http://instrument.unc.edu/>

If you have any questions about what constitutes acceptable collaboration or acceptable use of reference material on assignments, feel free to talk with me.