

**Rather than me going through the roster, then giving you time to introduce yourselves to each other, then going over the syllabus, I think it will be more efficient and less boring to do it all at once.**

Your job: Tear off this front page, then work with two of your neighbors to fill it in (both sides—no need to turn it in). Meanwhile, I'll circulate and interrupt your group to meet you individually.

1. What are your two neighbors' names?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. Find one thing you have in common with each of them (you're both from Oakland, you both have a younger brother in high school, your favorite sports team is the Raiders, your favorite language is Indonesian, the last thing you cooked was pasta...get as creative as you need to!)
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. Before you look at the syllabus, what pressing question(s) do you have about the class?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
4. When are homeworks due?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
5. What can you bring with you to a quiz?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
6. What do you have to do to get a B on the "skills" portion of the course?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
7. What happens if you miss a quiz or don't turn in a homework?

8. Where can you find tips on avoiding plagiarism in your term paper?
  
  
  
  
  
  
  
  
  
  
9. What are some activities in the future where you might use material from this course?
  
  
  
  
  
  
  
  
  
  
10. What are two things you can do to boost your success in this course?
  
  
  
  
  
  
  
  
  
  
11. What do you need to remember from Ling 20 and 102/103, and how can you review if you're rusty?
  
  
  
  
  
  
  
  
  
  
12. Tear off the student info sheet at the end of the syllabus. Help each other write your names in IPA on the it, then fill out the rest of that sheet on your own and hand it in to Kie (keep this sheet for yourself)

**Were you able to answer your question(s) from #3?**

## SYLLABUS

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<b>Time</b>	TR 12:00-1:50	
<b>Place</b>	Public Affairs 2238	
<b>Web</b>	On ccle.ucla.edu	
	<b>Prof.: Kie Zuraw</b>	<b>T.A.: Zhongshi Xu—I go by Andy</b>
	['kʰaj 'zəɪ,ɔ]	[ʈʂũŋʈʂɪɪ ɕyɪ / 'ændi]
	pronoun: <i>she</i>	pronoun: <i>he</i>
<b>Mailbox</b>	In Campbell 3125	In Campbell 3125
<b>Phone</b>	310-825-0634	310-825-0634
<b>Student hours</b>	TBA	TBA
	In Campbell 3122A	TBA
<b>Email</b>	kie@ucla.edu	zhongshixu@ucla.edu

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*This course aims to equip you with the tools to understand sound patterns in the world's languages. Building on the basics you learned in Ling 20 and what you learned about sounds' physical properties in Ling 103, we'll look at how languages differ and how to explicitly capture these differences with rules and representations.*

#### What to remember from Ling 20 & 102/103

- Break words into morphemes
  - including recognizing multiple possibilities and finding the best solution
  - **you can review in chapter 5 of textbook**
- Use phonetic symbols
- Use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc.
  - **you can review in chapter 1 of textbook**

#### What you'll learn how to do

- Identify *phonotactic patterns*—which sounds can occur in which environments in a language
- Identify *alternations*—how a morpheme's pronunciation changes as its environment changes
- Apply ordered rules to underlying forms to derive surface forms
- Use features to describe classes of sounds that pattern together
- Recognize cases where syllable structure can improve rules
- Distinguish stress languages and tone languages from others
- Recognize restrictions that morphology and syntax place on a rule

#### What is knowing phonology useful for?

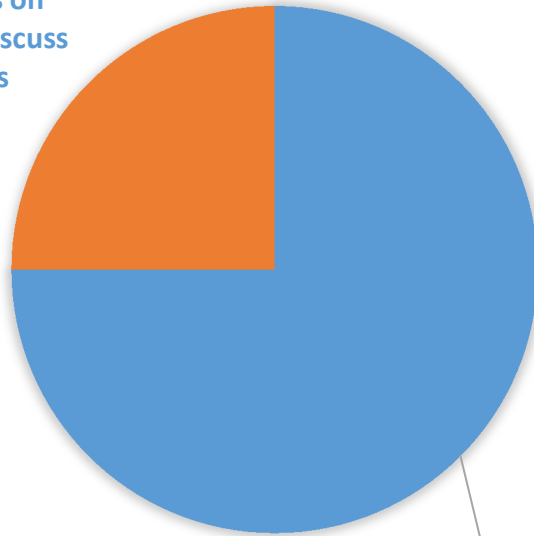
- Learning more phonology! ☺
- Studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- Language learning
- Language teaching
- Education, especially reading and language arts
- Speech and language therapy
- Language technology (speech synthesis, speech recognition)
- Studying and creating literature, especially poetry and song lyrics

#### What life skills will we work on?

- formulating, and communicating in writing, a clear description and analysis of a set of data
- evaluating and comparing different analyses of the same data
- replication: determining how coherent and complete a claim is, testing and extending it
- planning a data-collection project; revising plan in light of initial results
- writing a greatly compressed version of a longer document (“abstract”)
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

## Requirements

Project:  
instructions on  
CCLE--we'll discuss  
next class  
25%



Skills mastery  
75%

Project includes **milestones** you turn in (by uploading to CCLE) throughout the quarter and get individual feedback on.

### Skills mastery

There are 50 skills to be mastered in this course. To show that you've mastered a skill, correctly answer a question testing it on a quiz, exam, or homework assignment. You'll get multiple opportunities to demonstrate mastery of each skill.

We'll talk more about this in Week 1, and I'll show you how the **gradebook** works and how to use it to track your progress. In the meantime, you can see the **list of skills** on CCLE.

Why do this? a growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. I want us to do better!

#### How does this translate into a number?

- To get a mid-range D (65%): demonstrate proficiency on half of the skills
- To get a mid-range C (75%): demonstrate proficiency on three quarters of the skills
- To get a mid-range B (85%): demonstrate proficiency on all 50 skills
- To get a mid-range A (95%): demonstrate proficiency on all 50 skills, plus advanced proficiency on 20 of them

*(Exact formula: final skills grade percentage =  
 $45 + 0.8 * \text{number\_of\_skills\_mastered} + 0.5 * \text{number\_of\_skills\_advanced.}$ )*

## Policy stuff

There are two philosophies of grading: an assessment of how well you've mastered the material vs. an incentive system to make you do things that will help you master the material.

I'm going with the "assessment" model, so there are no explicit grades for **attendance**. If you miss class though, it hurts your learning and thus your grade

**Quizzes** will be administered at the beginning of class. To avoid losing class time, I will have to be strict about collecting the quizzes when time is up, even if you were late. Try to arrive on time so that you get the full time to work on the quiz!

What happens **if you miss a quiz**? Don't worry about it! You can try those same skills again in the future.

You may **bring to quizzes** a 4" by 6" index card of notes (can use both sides)

**Homeworks will be due** in class. If you have to miss class, turn in the homework before start of class to your TA's mailbox in Campbell 3125 (ask the office staff to stamp the time on it).

**Late homework** can't be accepted without a valid, *documented* reason (illness, emergency)—get a doctor's note, police report, towing receipt, death certificate, etc. This is mostly for the sake of fairness in grading, but also partly for your own good and partly to preserve your TA's well-being.

You're encouraged to discuss the homework together. But solutions must be **written individually**.

We'll use the course's **ccl.e.ucla.edu** website. Go there for handouts, links, homework and project instructions, sample quizzes.

Suspected cases of **plagiarism or other cheating** will be sent directly to the Dean of Students; I believe it is fairer for them to talk to the student and weigh the evidence than for me to. See project instructions for tips on how to avoid plagiarism.

## Secrets of success

### *Come to class and section*

Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it.

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, sometimes leading to a downward spiral.

Coming to class and section will **make your life easier**: assignments will be easier, no staying up late to cram for tests (probably), paper will go smoothly

### *Talk to Kie, Andy, and each other*

...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.

Don't be shy about using our **student hours**. They are time that we have set aside to meet with you; you are never interrupting when you come to see us during those times!

### *Put away your devices*

All the research seems to show that (i) humans think we're good at multi-tasking, and (ii) humans are **bad at multi-tasking**. Just put your phone away inside your bag (unless you *really* need to be reachable right away by someone, such as your child's babysitter); it will be waiting for you.

I wouldn't make a rule against **laptops** in class, because you might have a good reason for using one (wrist/hand injury, dysgraphia, trying a new note-taking method), but if you are using it for notes just because it seems better, research says **taking notes by hand** makes you learn a lot more: it's slower than typing, so you have to think about what is most essential to write down (plus a laptop is a huge temptation to distraction, and distracting to your neighbors too).

### **Read the textbook—strategically**

Educational research suggests that **repeated reading is not a good study strategy**—the material begins to look very familiar, producing a false sense of mastery

But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!

Reading the textbook will give you a chance to see more examples than in class, and to work through them at your own pace.

Textbook: Hayes, Bruce. *Introductory Phonology*. about \$45 new

**Course outline**

Week	Date		Topics	textbook	Homework due Thurs.	Project: upload to CCLE by Fri.
0	Sept. 26		Alternations driven by rules			
1	Oct. 1		Alternations, continued	ch. 6 Phono. Alternation I		
	Oct. 3		<ul style="list-style-type: none"> <li>▪ Neutralizations and near-neutralizations</li> </ul> Discuss project and grading system			
2	Oct. 8	quiz #1	Features and natural classes	ch 4 Features	HW #1: alternat'ns	topic declaration
	Oct. 10		<ul style="list-style-type: none"> <li>▪ Using the <i>Pheatures</i> software</li> <li>▪ Psychological reality of features</li> <li>▪ Feature “geometry”</li> </ul>			
3	Oct. 15	quiz #2	Contrast vs. predictability	ch. 2 Phonemic Analysis ch. 3 More on Phonemes	HW #2: features	
	Oct. 17		<ul style="list-style-type: none"> <li>▪ Phonemes &amp; allophones review</li> <li>▪ Phonological rules review</li> <li>▪ Phonemes, writing, and reading</li> <li>▪ Phonemes and second-language accents</li> </ul>			
4	Oct. 22	quiz #3	Rule interaction	ch7 Altrntn II ch. 8 Morphophon	HW #3: contrast/pre dictability	source report
	Oct. 24		<ul style="list-style-type: none"> <li>▪ Crucial rule ordering</li> <li>▪ (Counter-)bleeding, (counter)-feeding</li> </ul>			
5	Oct. 29	quiz #4	Productivity	ch. 9 Productivity	HW #4: rule interaction	proposed elicitation plan
	Oct. 31		Catch up, review			
6	Nov. 5		<b>MIDTERM EXAM</b>	ch. 10 Role of Morphology & Syntax		
	Nov. 7		Phonology's relation to morphology and syntax			
7	Nov. 12	quiz #5	Phonology in language change	ch. 11 Dia- & Synchrony ch. 12 Abstractness	HW #5: phono vs. morphology & syntax	elicitation report
	Nov. 14		<ul style="list-style-type: none"> <li>▪ How and why do sound patterns change?</li> <li>▪ How changes in the past can produce surprising patterns in the present</li> </ul>			
8	Nov. 19	quiz #6	Syllables	ch. 13 Syllables	HW #6: diachrony, abstrctnss	
	Nov. 21		<ul style="list-style-type: none"> <li>▪ Improving rules with syllable structure</li> <li>▪ Differences in syll. structure across languages</li> </ul>			
9	Nov. 26	quiz #7	Stress and syllable weight	ch. 14 Stress, Stress Rules, & Syllable Weight	HW #7: syllables	
	Nov. 28		<i>no class—Thanksgiving holiday</i>			
10	Dec. 3	quiz #8	Tone and intonation	ch. 15 Tone & Intonation	HW #8: stress and/or tone	draft abstract due <b>Tuesday</b>
	Dec. 5		<ul style="list-style-type: none"> <li>▪ Features and rules for tone</li> <li>▪ What is intonation?</li> <li>▪ How does intonation relate to stress and tone?</li> </ul> Course wrap-up			
exam week	Dec. 12		<b>FINAL EXAM THURSDAY, 8:00-11:00</b>			
	Dec. 13		<b>Turn in paper to Kie's mailbox by 5 PM Friday (and upload WAV file to CCLE)</b>			

## Standard messages

These are information that applies to all your UCLA classes

### From the Title IX office

“Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1<sup>st</sup> Floor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.”

### From the library

“Research Help

Looking for help with your papers, assignments, and research projects? You can drop by one of our libraries, schedule a free research consultation at the Inquiry Labs, or get research help online 24/7. See <http://library.ucla.edu/questions> for more information”

### From CAPS

“Mental Health & Wellness

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support ([www.counseling.ucla.edu](http://www.counseling.ucla.edu) and 310-825-0768, available 24/7). An on campus counselor or after-hours clinician is available 24/7”

### From CAE

“Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu).”

### From the UWC

“The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer.

Scheduled appointments: Work in person with a Peer Learning Facilitator (PLF)

Walk-in appointments: Walk in to discuss a small issue or an entire paper

Online Writing Center: Talk via Google Hangouts with a Peer Learning Facilitator (PLF)

Phone: 310-206-1320; e-mail: [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu)

Book an Appointment: [www.wp.ucla.edu/uwc](http://www.wp.ucla.edu/uwc)”



**Student information sheet:** please fill out and turn in

1. Your name: \_\_\_\_\_

2. Your name in IPA (don't forget to mark stress, **tone**, or pitch accent, depending on the language!):

\_\_\_\_\_

If your name is Korean, adding the hangeul will also help me. If your name is Chinese, writing the characters too might help me, as would pinyin with tone marks, if you know how.

3. What pronoun should we use to refer to you (e.g., *she*, *he*, *they*): \_\_\_\_\_

4. What is/are your native language(s): \_\_\_\_\_

Dialect information is helpful (California English, Buenos Aires Spanish, Taipei Mandarin, etc.)

5. Other languages you speak or have studied?

6. What are your main areas of interest within linguistics?

7. Since a lot of you are juniors or seniors, any ideas about your career plans after graduation?