

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? Can they be late?
5. What do you have to do to get a B on the "skills" portion of the course?
6. What happens if you miss a quiz or don't turn in a homework?
7. Where can you find tips on avoiding plagiarism in your term paper?

8. What are some activities in the future where you might use material from this course?

9. What are two things you can do to boost your success in this course?

10. What do you need to remember from Ling 20 and 102/103, and how can you review if you're rusty?

11. 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

Time Mondays & Wednesdays 10:00-11:50
Place Haines A44
Web On bruinlearn.ucla.edu

Prof.: Kie Zuraw

[ˈkaɪ ˈzɜːrəʊ]

pronoun: *she*

Mailbox In Campbell 3125

Phone 310-825-0634

Student drop-in hours Wed. 12:00-2:00
 In Campbell 3122A

or ucla.zoom.us/my/kies.virtual.office

Email kie@ucla.edu

T.A.: Klaus / Dong Hyun Kim

[ˈklaʊs / kim.doŋ.hjʌn]

pronoun: *he/him/his*

In Campbell 3125

310-825-0634

Mon. 1:00-3:00

In Rolfe 1110

klausklaus@ucla.edu

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 102/103, 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
 - recognize 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**

Highlights of 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?

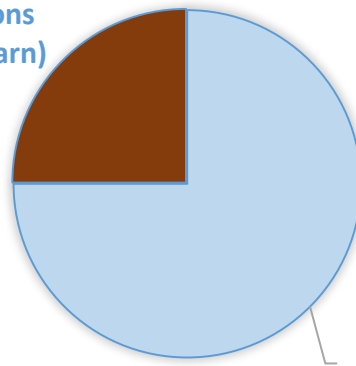
- Learning more phonology! ☺
- Studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- Language learning
- Language teaching
- Education, especially reading and language arts
- Speech and language therapy
- Language technology (speech synthesis, speech recognition)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

What general 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 bruinlearn)
25%



Project includes **milestones** you turn in throughout the quarter and get individual feedback on.

Skills mastery
75%

Skill proficiency

There are **50 skills** in this course for you to become proficient in. To show that you've achieved proficiency on a skill, correctly answer a question testing it on a quiz, exam, or homework assignment. You'll get **multiple opportunities** for each skill, with no penalty for wrong answers.

We'll talk more about this, 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 BruinLearn.

Why do this? much research finds that traditional grading is inaccurate at assessing proficiency, and ineffective in promoting learning. I want us to do better.

We published an article about it! See Zuraw, Aly, Lin & Royer 2019, here: kiezuraw.com/#Papers

How does this translate into a number?

- Middle of B range (85%): demonstrate proficiency on all 50 skills
- Middle of A range (95%): proficiency on all 50 skills, plus advanced proficiency on 15
- $final_skills_percentage = 35 + \#_of_skills_proficient + \frac{1}{3} * \#_of_skills_advanced$
 - For example, if you're proficient in 45 skills, of which you're advanced in 9, your grade is $35 + 45 + \frac{1}{3} * 9 = 86$

#_of_skills_proficient includes all the skills you're proficient in, including the ones you're advanced in.

Opportunities you'll get to demonstrate skills

- **9 quizzes**
 - On BruinLearn, to be completed on your own time, within a 48-hour window. Open book, open notes.
- **6 homework** assignments
 - Include advanced sections, for demonstrating advanced proficiency
- **Midterm** exam (online like quizzes): will provide opportunities for all skills seen so far, except those that everyone is already proficient in
- **Final** exam (during exam slot): will provide opportunities for all skills, except those that everyone is already proficient in

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

Weekly **quizzes** will happen on BruinLearn. You'll have 30 minutes to do each quiz, any time during a window from Wed. 2 PM till Fri. 2 PM.

You're free to look at your **textbook and notes** during the quiz, but please don't consult with another person.

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

I'll have you turn in pieces of the **final project** throughout the quarter, and give you feedback on them

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

Homework will be due Tuesday nights on BruinLearn.

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

Here is our solution to balancing being flexible and not punishing you for life's unpredictability, but also keeping our grading workload manageable and helping you plan and stay on track:

You have two **late passes** that you can spend to extend any class deadline (except the final paper) by **one week**, without having to give any reason.

To spend a late pass on a quiz, e-mail me (kie@ucla.edu) so I can extend the quiz for you on BruinLearn.

To spend a late pass on anything else, just include a note when you turn the item in.

If you do have an **illness or emergency**, get us documentation (doctor's note, towing receipt, funeral program, etc.) and you won't have to spend a late pass.

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.

♡ *Come to class and section* ♡

Phonology is one of those areas where understanding the concepts isn't enough—you really have to practice to get fluent.

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

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 proficiency

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

I highly recommend getting a paper copy. Used copies are very cheap on abebooks.com and elsewhere! If your paper copy hasn't arrived yet, you can access it [free online through the library](#), but the interface is unwieldy

♡ *Control your devices, so they don't control you* ♡

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 instantly reachable by someone, such as your child's babysitter); it will be waiting for you at the break.

I've designed the **handouts** for you to take your notes directly on them.

If you like to do this on a **tablet** with a stylus instead, put your tablet in airplane mode so it won't distract you during class.

I wouldn't make a rule against **laptops** in class, but unless you have a specific reason for using one (wrist/hand injury, dysgraphia...), there's no need for it in this class. If you use one, please put it in airplane mode to reduce distraction to yourself and your neighbors.

Talk to prof, TA, 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 drop-in 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!

Textbook: Hayes, Bruce. *Introductory Phonology*.
about \$45 new, \$10 used

Course outline

<i>Week</i>	<i>Date</i>	<i>Topics</i>	<i>textbook</i>	<i>Homework due Tues.</i>	<i>Project: upload by Fri.</i>
1 quiz	Jan. 8 Jan. 10	Alternations driven by rules	ch. 6 Phono. Alternation I		
2 quiz	Jan. 15 Jan. 17	MLK holiday—no classes Features and natural classes	ch 4 Features		topic declaration
3 quiz	Jan. 22 Jan. 24	Features, cont'd Contrast vs. predictability (phonemes, allophones)	ch. 2 Phonemic Analysis	HW #1: alternat'ns	
4 quiz	Jan. 29 Jan. 31	Contrast vs. predictability, cont'd Rule interaction	ch. 3 More on Phonemes ch7 Altrntn II	HW #2: features	source report
5 quiz	Feb. 5 Feb. 7	Rule interaction, cont'd Productivity: rules' applicability to new words	ch. 8 Morphophon	HW #3: rule interaction	
6	Feb. 12 Feb. 14	MIDTERM exam: take online any time Mon. or Tues. (no class meeting) Phonology's relation to morphology and syntax	ch. 10 Role of Morphology & Syntax		proposed elicitation plan
7 quiz	Feb. 19 Feb. 21	Presidents' Day holiday—no classes Syllables	ch. 13 Syllables	HW #4: phono in domains	
8 quiz	Feb. 26 Feb. 28	Syllables, cont'd Stress and syllable weight	ch. 14 Stress, Stress Rules, & Syllable Weight		elicitation report
9 quiz	Mar. 4 Mar. 6	Stress, cont'd Tone and intonation (1)	ch. 15 Tone & Intonation	HW #5: syllables	
10 quiz	Mar. 11 Mar. 13	Abstractness Phonology in language change Course wrap-up	ch. 11 Dia- & Synchrony ch. 12 Abstractness	HW #6: stress and/or tone	draft abstract
exam week		FINAL EXAM: take online any time Mon-Thurs Upload paper, recording, and textgrid by end of Thursday, Mar. 21			

Student information sheet: please fill out and turn in

1. Your preferred name (i.e., how you want us to address you): _____

2. Your preferred 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(s) should we use to refer to you (e.g., *she*, *they*, *he*, ...): _____

5. Languages you're interested in? Such as, 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?