

## SYLLABUS

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<b>Time</b>	TuTh 3:00-4:20 pm	
<b>Place</b>	Humanities Hall 262	
<b>Web</b>	On <a href="https://canvas.eee.uci.edu">canvas.eee.uci.edu</a>	
	<b>Prof.: Connor Mayer</b> [ˈkʰɑ.nɪ ˈmeɪ.ɹ] pronouns: <i>he/him</i>	<b>TA: Jeremy Yeaton</b> [ˈdʒɛɪ.ə.mi ˈjeɪ.ʔn] pronouns: <i>they/them</i>
<b>Student hours</b>	Mondays 2-3pm <a href="https://uci.zoom.us/my/cjmayer">https://uci.zoom.us/my/cjmayer</a>	Tuesdays 2-3pm <a href="https://uci.zoom.us/j/96231721202">https://uci.zoom.us/j/96231721202</a> Or in person by appointment <a href="mailto:jyeaton@uci.edu">jyeaton@uci.edu</a>
<b>Email</b>	<a href="mailto:cjmayer@uci.edu">cjmayer@uci.edu</a>	

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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 LSCI 3, we'll look at how languages differ and how to explicitly capture these differences with rules and representations.*

**What to remember from LSCI 3**

- 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
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

**Acknowledgement:** This course draws heavily on material developed by Kie Zuraw at UCLA.

## Requirements

### 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. If you subsequently get it wrong, you won't be penalized. 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 Canvas.

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

See the paper by Zuraw et al., which is the basis for this class:

<https://linguistics.ucla.edu/people/zuraw/dnldpprs/skillsGrading.pdf>

#### 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 =  $45 + 0.8 * \text{number\_of\_skills\_mastered} + 0.5 * \text{number\_of\_skills\_advanced.}$ )*

#### Opportunities you'll get to demonstrate skills

- **8 quizzes**
- **8 homework assignments**
- **Midterm exam:** Will provide opportunities for all skills seen so far, except those that everyone is already proficient in
  - During class time
- **Final exam:** Will provide opportunities for all skills, except those that everyone is already proficient in.

The only penalty for missing a quiz, homework, or exam is missed opportunity!

## 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)

I have a family member who is at a high risk for COVID, and I'll be wearing an N95 mask as I teach this course. **Although masks are no longer mandatory indoors at UCI, I would appreciate it if you could wear a mask during class.**

**Homework** must be submitted on Canvas. The deadlines will be the beginning of class on Thursdays.

**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 **canvas.eee.uci.edu** website. Go there for handouts, links, homework, 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.

I will provide **recordings of the lectures** on Canvas for students who need to participate remotely due to illness, etc. In the event of a large surge in COVID cases, I may switch the class to a remote format.

*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)

*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).

*Talk to Connor, Jeremy, 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 **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!

**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.

**Course outline**

Week	Date		Topics	textbook	Homework due Thurs.
1	Mar. 29		Review of LSCI 3	ch. 6 Phono. Alternation I	
	Mar. 31		Alternations driven by rules <ul style="list-style-type: none"> <li>▪ Neutralizations and near-neutralizations</li> </ul> Discuss grading system		
2	Apr. 5	quiz #1	Features and natural classes <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>	ch 4 Features	HW #1: alternat’ns
	Apr. 7				
3	Apr. 12	quiz #2	Contrast vs. predictability <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>	ch. 2 Phonemic Analysis ch. 3 More on Phonemes	HW #2: features
	Apr. 14				
4	Apr. 19	quiz #3	Rule interaction <ul style="list-style-type: none"> <li>▪ Crucial rule ordering</li> <li>▪ (Counter-)bleeding, (counter)-feeding</li> </ul>	ch7 Altrtn II ch. 8 Morphophon	HW #3: contrast/pre dictability
	Apr. 21				
5	Apr. 26	quiz #4	More rule interaction Catch up, review	Ch. 7 Altrtn II	HW #4: rule interaction
	Apr. 28				
6	May 3		<b>MIDTERM EXAM</b>	ch. 10 Role of Morphology & Syntax	
	May 5		Phonology’s relation to morphology and syntax <ul style="list-style-type: none"> <li>▪ Morpheme &amp; word boundaries in rules</li> <li>▪ The phonological phrase</li> </ul>		
7	May 10	quiz #5	Productivity <ul style="list-style-type: none"> <li>▪ Rules’ applicability to new words</li> </ul>	ch. 9 Productivity ch. 12 Abstractness	HW #5: phono vs. morphology & syntax
	May 12		Abstractness in phonology		
8	May 17	quiz #6	Phonology in language change <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>	ch. 11 Dia- & Synchrony ch. 13 Syllables	HW #6: abstrctnss
	May 19		Syllables <ul style="list-style-type: none"> <li>▪ Improving rules with syllable structure</li> <li>▪ Differences in syll. structure across languages</li> </ul>		
9	May 24	quiz #7	Stress and syllable weight <ul style="list-style-type: none"> <li>▪ What is stress? Which languages have it?</li> <li>▪ Rules for predictable stress</li> </ul>	ch. 14 Stress, Stress Rules, & Syllable Weight	HW #7: syllables
	May 26				
10	May 31	quiz #8	Tone and intonation <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>	ch. 15 Tone & Intonation	HW #8: stress and/or tone
	Jun. 2		Course wrap-up		
exam week	Jun. 7		<b>FINAL EXAM TUESDAY, 4:00-6:00 PM</b>		
	Jun. 9				

## Standard messages

These are information that applies to all your UCI classes

### **Title IX**

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. Video and phone appointments may be made by calling the CARE office at (949) 824-7273 or by email at [care@uci.edu](mailto:care@uci.edu). In addition, the Counseling Center provides confidential counseling to all students and can be reached at (949) 824-6457. You can also report sexual violence or sexual harassment directly to the University's Title IX Officer, 103 Multipurpose Science and Technology Building, [oeod@uci.edu](mailto:oeod@uci.edu), (949) 824-5594. Reports to law enforcement can be made to UCI Campus Police at (949) 824-5223. For urgent concerns after hours call (949) 824-6457 and select option 2 to speak with a counselor by phone.

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**

“Ask a Librarian (Reference Services)

Need help finding information? Can't figure out how to begin your research? Ask a Librarian! Virtually any question, always expert answers! Schedule an appointment, chat or email us. Feeling adventurous? Try ANTswers, the UCI Libraries' Interactive FAQs application. See <https://www.lib.uci.edu/ask-librarian-reference-services>.”

### **UCI Counseling Service**

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.uci.edu](http://www.counseling.uci.edu) and (949) 824-6457). For urgent concerns after hours call (949) 824-6457 and select option 2 to speak with a counselor by phone.

### **From DSC**

Students needing academic accommodations based on a disability should contact the Disability Service Center (DSC) at 949-824-7494 or [dsc@uci.edu](mailto:dsc@uci.edu). When possible, students should contact the DSC within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.dsc.uci.edu](http://www.dsc.uci.edu).

### **From the UCI Writing Center**

The Center for Excellence in Writing and Communication (or “Writing Center” for short) promotes effective writing and communication as lifelong skills. Not only are these skills necessary for personal and professional success, they are also powerful ways in which people think through issues, consider multiple points of view and become more consciously aware of the world around them. The Writing Center offers UCI undergraduates one-on-one sessions on their writing from professional writing specialists and peer tutors either in person or via email. See [www.writingcenter.uci.edu](http://www.writingcenter.uci.edu) for more information and to schedule an appointment.