Today's objective:

- **Phonetics check-in (→ quiz)**
- **Phonology as science**

Background preparation:

- Phonetics review handout and Quizlet practice
- See also review links from Daily Syllabus page

0. Course information

- **Checking in** on course structure and technology

    - Any questions or problems with web site or Canvas?

- **New** to the class?

    - See course web site (from "Pages" in Canvas)
        - Daily syllabus page and Schedule page
        - Course info & policies document (syllabus)

    - Email me about participation credit for last week

0. Today's plan

- Phonetics check-in

- Introductions

- What makes phonology a type of natural scientific investigation?

- Phonetics quiz

1. Phonetics check-in

- What is the **difference** between **phonetics** and **phonology**? (see Tu Jan 10)

- What **aspect** of phonetics have we been focusing on in our phonetics review for the last week?

- **Why**? — how does this phonetics review fit into the goals of LING 200?

1. Phonetics check-in

- This course focusus on **phonology**, trying to develop an understanding of aspects of:
    - Sound **patterns** we observe in languages
    - **Native-speaker behavior** (judgments, productivity)
    - **Transfer** effects ("foreign accent")
    - Children's **acquisition** of (L1) phonology

1. Phonetics check-in

- In order to look for patterns in sounds or patterns in speaker behavior, we need to **begin** by knowing:
  - What **sounds** (common) IPA **symbols** stand for
  - The **physical properties** of sounds

- The single most useful thing you can do to set yourself up for success in this course is to know this information well so you can use it QUICKLY
  - Can you look at a set of sounds and quickly see...
    - what properties they **share**?
    - what properties **distinguish** them?
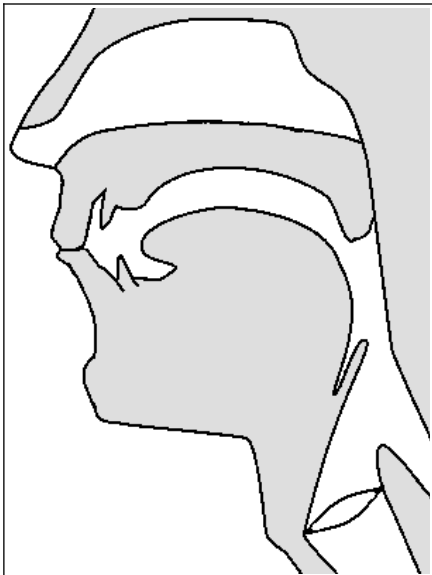
1. Phonetics check-in

- Any questions to review before the quiz today?
    - Consonant symbols or properties
    - Vowel symbols or properties
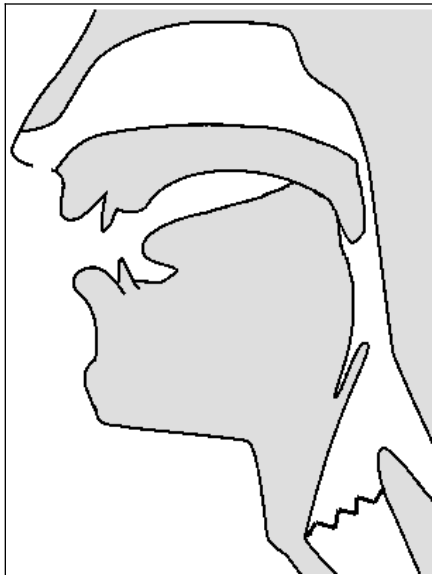   - Vocal-tract diagrams

1. Phonetics check-in

Vocal-tract diagrams

- What consonants are represented here?

  - State the properties and give the symbol
  - Note: vocal folds — open () or vibrating /\/\/ ?
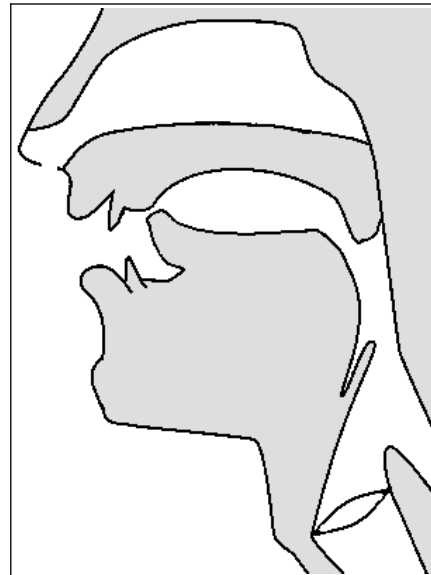
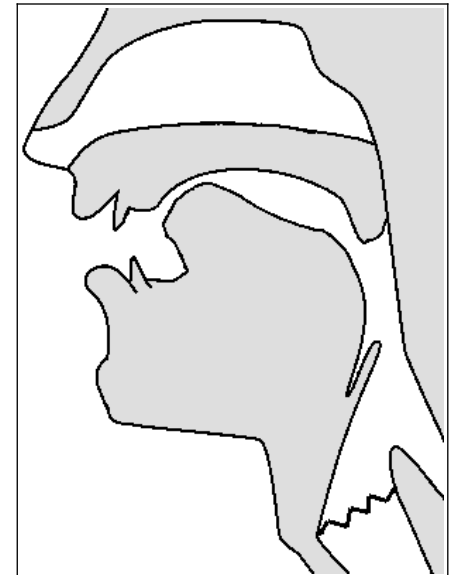| (1) | (2) | (3) | (4) |

2. Introductions

- What name would you like to be called in class?

    - Include pronouns if you would like

- Tell us something about you (ideas: hobby, major(s)/minor(s), background, language interests, ...)

3. Phonology as natural science

- This course meets the IDEAs FC for Natural Scientific Investigation
  - Thoughts or comments?
    - Does this surprise you?
    - Why do you think a course in phonology meets the criteria for NATSCI?

3. Phonology as natural science

- Excerpts from some of the NATSCI Learning Outcomes
    1. ... use scientific knowledge, logic, and imagination to **construct and justify scientific claims** about **naturally occurring phenomena** ...

3. Phonology as natural science

- Excerpts from some of the NATSCI Learning Outcomes

    2. Analyze and apply **processes of scientific inquiry** … These include

        - generating and testing **hypotheses** or **theories** pertaining to the **natural world**

        - building and justifying **arguments** and **explanations**

        - **communicating** and **defending** conclusions

3. Phonology as natural science

- Next class: We will talk about what it means to build a **model** of **data** in the process of scientific inquiry

    - Right now: Our **data** includes phonetic properties of speech sounds

    - A core question in phonology: How can we build a **model** of the speaker's **mental grammar** of speech sounds?