

Course description and policies

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<i>Office hours:</i>	Tu 10:00-12:00 and by appointment
<i>Class meets:</i>	MW 3:00-4:15, Dey 304
<i>Course web site:</i>	http://www.unc.edu/~jlsmith/ling524.html See the web site for announcements, relevant links, and a detailed course syllabus (updated after every class).

Intended for graduate students and advanced undergraduates, Phonological Theory II is a reading-intensive, seminar-style course in which students discuss and critique research papers on current topics in phonology.

I. Goals

You will become familiar with recent developments in phonological theory, gain experience in reading and evaluating research papers, and develop skills for planning and carrying out a phonology research paper of your own.

II. Prerequisite

LING 524 is open to students who have completed either LING 523 (Phonological Theory I) or LING 200 (Phonology), but please be aware that this is a reading-intensive, graduate-level course.

III. Course requirements

Final grades will be calculated as follows. (See below for details.)

1.	Participation in class discussion	10%
2.	Reading reactions	15%
3.	Discussion leader for articles (2)	10%
4.	Article reviews (2)	15%
5.	Final paper	50%
	<i>a. Proposal</i>	5%
	<i>b. Draft version</i>	15%
	<i>c. Peer commentary</i>	5%
	<i>d. Class presentation</i>	10%
	<i>e. Revised version</i>	15%

1. Participation in class discussion

Much of the value of a seminar comes from the classroom discussion among the participants. Everyone enrolled in this course is expected to come to class having read and thought about the assigned reading, and to contribute to the class discussion of the reading, its implications, and how it fits in with other research in phonology.

Please note that attendance is mandatory. I am willing to make some accommodations for one or two legitimate absences, but if you miss several classes, you and I may need to discuss your

withdrawal from the course. Exception: If you miss class to present your work at a linguistics conference, you will be heartily congratulated!

2. Reading reactions

There will be one or two readings assigned for nearly every class period. For *each* reading, unless otherwise specified, you must submit a reading reaction (approximately one or two paragraphs).

Reading reactions posting policy:

- For each reading, contribute one *main post* to the relevant discussion forum on Blackboard
 - Your main post may be submitted as a response to another relevant post
 - In addition to your main post, please feel free to contribute responses to other posts as well
- Deadline for your main post is 9am on the day of the discussion

Some ideas for what to say in a reading reaction:

- Disagree with the author on some point, and explain why.
- Contribute a new argument in favor of the author's claim.
- Show how the reading relates to something else you know about, from class or otherwise.

Reading reactions that do not show me that you have thought about the article will not receive credit. In particular, try to avoid submitting a reading reaction that only says, "I didn't understand this reading." It's legitimate to criticize an author for being unclear, and it's okay to use your reading reaction to specify what part of the reading was hard to understand. But at least try to explain where and why your understanding of the reading broke down, or include some commentary on a part of the paper that you *did* understand.

Note: If you are serving as discussion leader for a reading, or you are turning in an article review for a reading, you do not need to submit a reading reaction for the same reading.

3. Discussion leader for articles

You will be responsible for leading the discussion of two assigned articles during the course of the semester. As discussion leader, you should spend no more than 10 minutes summarizing the article's structure or main points. The bulk of your time should be spent encouraging class discussion on the same kinds of issues you might raise in a reading reaction. Be sure to come prepared with a set of topics or questions for the class to discuss. Please provide some kind of outline for the discussion; paper handouts are preferred, but slides are okay.

Everyone must serve as discussion leader once by W Oct 13 ("Round 1"), and once more before the Thanksgiving break ("Round 2"). The Round 1 presentations may be done in pairs. (We may consider this option for Round 2 as well.)

4. Article reviews

Like a reading reaction, the goal of an article review is to critically evaluate some aspect of the reading. However, an article review is longer, about 3–4 pages, which gives you a chance to explore the point of interest in more depth than you would in a reading reaction.

Each student must submit two article reviews during the semester. One must be submitted by W Oct 13 (but see below), and the other is due by the last day of class (W Dec 8).

- The first article review may be on an article assigned for class, and this may (but need not) be the article for which you serve as discussion leader. ***If an article from class is chosen, the article review is due by the beginning of class on the day that article is to be discussed.***
- The second article to be reviewed will not be a class reading; it will be chosen in consultation with me, and will ideally relate to your term-paper topic.

5. Final paper

More information about the paper will be provided later in a separate handout. Overview:

- ***W Oct 27:*** A paper proposal is due, outlining the phenomenon to be addressed and why it is interesting. The proposal includes a preliminary reference list.
- ***W Nov 17:*** A draft version of the paper is due. You will get feedback on this draft from me and from one of your classmates. You will also write a peer commentary for one of your classmates.
- During the ***last three or four class days:*** An in-class presentation of your proposal or analysis.
- The revised version of your paper, taking into account the feedback from your draft and from your class presentation, will be due at our official exam period, which is ***M Dec 13, no later than 4pm.***

IV. Useful background readings

If you are looking for more background on a particular topic in phonology, or for general information about how to carry out research in phonology, the following are good sources of information. They have been placed on one-day reserve for this course.

- de Lacy, Paul V. (ed.). 2007. *The Cambridge handbook of phonology*. Cambridge: CUP.
- Goldsmith, John A. (ed.). 1995. *The handbook of phonological theory*. Oxford: Blackwell.
- Kenstowicz, Michael. 1994. *Phonology in generative grammar*. Oxford: Blackwell.
- McCarthy, John. 2002. *A thematic guide to Optimality Theory*. Cambridge: CUP.
- McCarthy, John. 2008. *Doing Optimality Theory*. Oxford: 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/>

The article reviews and term paper drafts must be accompanied by a **signed statement** that you have complied with the requirements of the Honor Code in everything relating to that work, e.g., "I completed this assignment in full compliance with the Honor Code."

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