

# Syllabus: Phonology

Linguistics 200, UNC-Chapel Hill  
Elliott Moreton\*

2018 August 21 (Θ)

<i>Time:</i>	TΘ 3:30–4:45	<i>Instructor:</i>	Elliott Moreton
<i>Place:</i>	Dey 304	<i>Office:</i>	Smith 101
<i>Email:</i>	moreton@unc.edu	<i>Office hours:</i>	W 10-12 and by appointment
<i>Textbook:</i>	None		
<i>Website:</i>	<a href="http://www.unc.edu/~moreton/Ling200/200log.html">http://www.unc.edu/~moreton/Ling200/200log.html</a>		

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## 1 Description

LING 200 is an introduction to phonology, the study of the sound systems of naturally-occurring spoken human languages. We will study phonology by building and testing *models*—devices that simulate human speakers, except that we’ll only be building them on paper—with the goal of explaining (1) *productivity* of patterns within a given language, and (2) *typology* of patterns across all languages. Our models will simulate many of the phonological phenomena most commonly encountered in the languages of the world, such as allophony, neutralization, harmony, assimilation, reduplication, etc. We will apply formal modelling tools including distinctive features, autosegmental and prosodic representations, rewrite rules, and Optimality Theory.

LING 200 is intended mainly for undergraduates majoring or minoring in Linguistics. It differs from LING 523, a graduate-level introduction which emphasizes reading original research literature.

The only prerequisite for LING 200 is LING 101, Introduction to Linguistics — but it *is* a prerequisite.

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## 2 Requirements

Final grades for the course will be calculated as follows:

- 10% *Attendance and participation.* Students are supposed to come to class, do the assigned readings on time, and participate in class activities and discussion. Missing classes will make it hard to keep up. It will also lower your participation grade (unless due to illness or other unavoidable events, which it is your responsibility to document).
- 60% *Homework and quizzes.* In addition to two quizzes, there will be numerous problem sets throughout the semester. As is often the case in linguistics courses, the homework may be meant as preparation for the class, not the other way around. Students may have to figure out how to do things which they have not yet been shown how to do.

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30% *Exams*. There will be two midterms and one final, all in-class, all cumulative from the beginning of the course. Each will count for 10% of the final grade.

Numeric grades will be converted to UNC's letter-grade system by mapping the numeric range from 60 to 100 onto the 10 passing letter grades from D to A, with four numeric points per step (except that A has 5 points, 96 to 100).

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### 3 Policies

*Attendance*. If you miss a class, it is your responsibility to get missed materials from me or other students. Always check the website if you have been absent.

*Reading*. Students are expected to come to class having done the readings. If I start getting the impression that people aren't doing the readings, I'm going to institute pop quizzes. These are annoying because they waste class time, but coming to class without having done the reading wastes even more class time.

*Homework*. You'll get detailed information about each one when it's assigned, but there are some general points that apply to all of them. When you hand in homework, it can be handwritten, word-processed, or even typewritten, but it has to be (1) neat, (2) legible, (3) on paper, and (4) well-organized. Homeworks handed in on time will be graded on a scale from 1 to 3 in a way that will be explained along with each assignment using a device called a *grading rubric*. The 1–3 scale will map linearly onto an *approximately* 60–100 scale in computation of the final grade. Other homeworks will receive a zero. Hence, a 0 is *much* worse than a 1.

*Late assignments*. As a general rule, NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT. Exceptions *may* be made if

- You got *advance* permission (by asking me *before* the due date) to hand in an assignment late, or
- You couldn't come to campus on the day the assignment is due because of a serious illness or other unexpected emergency. You need to get the assignment in at the earliest possible opportunity with a *written explanation* of the situation. Email is best.

*Collaboration, citation, and outside sources*. It is a really good idea to discuss assignments with others in the class and solve the problems together. However, each person should write up their solution alone.

The library and the World Wide Web are full of information about phonology, and you are encouraged to use them to supplement the class materials. If the explanation of some topic in the class reading leaves you puzzled, it can be very helpful to track down a different explanation elsewhere. HOWEVER, you should remember that HOMEWORK AND EXAM PROBLEMS ARE FOR SOLVING, NOT FOR LOOKING UP THE ANSWERS TO. If your assignment is to figure out how suffix vowels affect root vowels in Pulaar (a Niger-Congo language of Mauritania), it is perfectly fine to look up concepts like “suffix”. It is not at all fine to get a reference grammar of Pulaar out of the library and see what it says about suffix and root vowels!

If you collaborate or consult out-of-class sources on an assignment, you need to acknowledge them in the writeup, to give credit where it is due.

**The Carolina Honor Code is in effect in this class, and I will treat violations seriously.** You should review it at <http://instrument.unc.edu>. If you have questions about interpretation, you should bring them to me. **Every assignment you hand in must be accompanied by a signed statement that you have complied with the Code requirements in everything related to that work,** e.g., “I completed this assignment in full compliance with the Honor Code.”

*Audio and video recording.* Permission to make audio or video recordings of class will be given only in special circumstances (e.g., to students with vision or hearing impairments). As the note at the bottom of p. 1 implies, I as the copyright holder do not grant permission to repost course documents to other websites.

*Midterm dates* are still tentative at this point; they may move one or two class days in either direction. You’ll have at least two weeks’ notice of the date, and will receive a midterm syllabus (a study guide) one week before the midterm. Individual exceptions will not be allowed without an extraordinarily compelling reason.

*Document formats.* Paper documents more than one page long must be *stapled*, with an actual staple. Electronic documents must be in either ASCII text format, or .pdf (*not* .docx, .rtf, .ppt, etc.) Otherwise, I won’t take them.

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#### 4 Approximate schedule

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Week	Date	Topics	Events
1	8/21 8/23	T Θ	What is phonology? Phonetics review I. Anatomy quiz
2	8/28 8/30	T Θ	Phonetics review II. Motivating phonology: Predictable vs. unpredictable. IPA quiz.
3	9/4 9/6	T Θ	Phonological modelling. Natural classes.
4	9/11 9/13	T Θ	Underlying representations. Distinctive-feature theory.
5	9/18 9/20	T Θ	Using features in derivational rules.
6	9/25 9/27	T Θ	Rule ordering. MIDTERM 1
7	10/2 10/4	T Θ	Non-linear representations: Tone. Featural independence.
8	10/9 10/11	T Θ	Feature Geometry. Syllables and syllabification.
9	10/16 10/18	T Θ	Output candidates and targets. Constraints and ranking.
SPRING BREAK			
10	10/22 10/25 F	M W F	Faithfulness and Alignment.
11	10/29 11/1	T Θ	Practice with Optimality Theory. MIDTERM 2
12	11/6 11/8	T Θ	Factorial typology. Segmental processes: contrast, neutralization, and allophony.
13	11/13 11/15	T Θ	Phonological acquisition I.
14	11/20 11/22	T Θ	Phonological acquisition II. Innateness and emergence
15	11/27 11/29	T Θ	Beyond Optimality Theory
16	12/04	T	
17	12/13	Θ	FINAL EXAM, 4:00 p.m.

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