

# Syllabus: Phonology

Linguistics 200 (Moreton)\*

2022 August 16 (T)

Time:	TΘ 3:35–4:50
Places:	Caldwell 103
Instructor	Elliott Moreton, <a href="mailto:moreton@unc.edu">moreton@unc.edu</a>
Office hours:	(tentatively:) W 11–1 and by appointment
Office:	Smith Building, Room 101
Textbook:	none

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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 sound patterns within a given language (predicting what speakers will and won’t do)
2. *typology* of sound patterns across all languages (predicting what languages will and won’t do)
3. *acquisition* of sound patterns by language learners (predicting what learners will and won’t do)

Our models will simulate many of the world’s most common phonological phenomena, such as allophony, neutralization, harmony, and assimilation. 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** You are expected to come to class (either in person or by synchronous Zoom) having done the reading and thought about it until either (a) it makes

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sense, or (b) you can express precisely what about it doesn't make sense; either way, you'll have something to talk about in class.

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.

Missing classes will make it hard to keep up. It will also lower your participation grade. 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.

**60% Homework** There will be several 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. You'll get detailed information about each one when it's assigned, but there are some general points that apply to all of them. Homeworks will be graded on a 3-point scale, in a way that will be explained along with each assignment using a grading rubric. Homeworks that are not handed in will receive a zero. The 1–3 scale will map linearly onto an *approximately* 60–100 scale in computation of the final grade. Hence, a 0 is *much* worse than a 1.

Anticipating that we may have to go back to Zoom, I've set the course up so that homeworks are assigned and returned entirely electronically, via Sakai (**Assignments** area).

**30% Exams** There will be one midterm and one final, both take-home, both cumulative from the beginning of the course. Each will count for 15% 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 Class in the time of coronavirus

As I write this, the University's plan is to remain open for a full 14-week semester, and to hold classes in person. We all have to follow the University's Community Standards<sup>1</sup>. Notably,

- “Each time prior to coming to campus, all members of the Carolina community should self-assess whether you are experiencing any symptoms using a COVID-19 symptom list. If you have any of these symptoms, you should stay home. You should not enter any campus building, attend any class or report to work.”
- Masks were made optional in classrooms starting on March 7, 2022, but they are still useful for preventing the spread of Covid-19 and other diseases.
- If you were exposed to someone with Covid-19, Campus Health<sup>2</sup> recommends that you wear a close-fitting mask around others for the next ten days, even if you do not have Covid yourself and are up to date on your vaccinations.

If the virus situation deteriorates, we may shift to remote classes.

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<sup>1</sup><https://carolinatogether.unc.edu/community-standards/>

<sup>2</sup><https://campushealth.unc.edu/services/primary-care/covid-19-service-details-and-faqs/>

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## 4 Where to find necessary things on line

The main tools we will be using to communicate in this course are the following:

1. The class log [↗<sup>3</sup>](#), on the World Wide Web, updated after each class. Here you will find
  - (a) A brief outline of what was covered each day
  - (b) A list of any assignments made that day
2. The Sakai site [↗<sup>4</sup>](#). Everyone who is enrolled in the class should already have access to it. Our class's ID, if you need it, is LING200.001.FA22. The main things we will need there are
  - (a) Course materials like slides, handouts, and readings (under **Resources**)
  - (b) The place to pick up and return written assignments (under **Assignments**).
  - (c) A discussion forum for asynchronous collaboration (under **Forums**)
  - (d) The gradebook (under **Gradebook**)

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## 5 The International Phonetic Alphabet

We'll need to use the IPA. Here are some links that may help:

1. A freeware Unicode IPA font, Charis SIL [↗<sup>5</sup>](#) that works on Windows, Mac, and Linux systems.
2. An IPA keyboard [↗<sup>6</sup>](#) webpage. You type by clicking on IPA symbols, then cut and paste the result into your word processor.
3. Guidance on typing IPA on a Windows machine [↗<sup>7</sup>](#)
4. Guidance on typing IPA on a Mac [↗<sup>8</sup>](#)

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<sup>3</sup><http://users.castle.unc.edu/~moreton/Ling200/2001log.html>

<sup>4</sup><http://sakai.unc.edu>

<sup>5</sup><https://software.sil.org/charis/>

<sup>6</sup><https://westonruter.github.io/ipa-chart/keyboard/>

<sup>7</sup><https://www.gouskova.com/2016/09/04/international-phonetic-alphabet-fonts-and-keyboards/>

<sup>8</sup>[http://wstyler.ucsd.edu/posts/ipa\\_with\\_osx.html](http://wstyler.ucsd.edu/posts/ipa_with_osx.html)

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## 6 Approximate schedule

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Week	Date		Topics	Events
1	8/16	T	What is phonology?	Phonetics review: Consonants
	8/18	Θ		
2	8/23	T	Phonetics review: Vowels and suprasegmentals.	Motivating phonology: Predictable vs. unpredictable.
	8/25	Θ		
3	8/30	T	Phonological modelling.	Distributions.
	9/1	Θ		
4	9/8	Θ	Natural classes.	
5	9/13	T	Feature theory	
	9/15	Θ		
6	9/20	T	Derivational rules	
	9/22	Θ		
7	9/27	T	Rule ordering	
	9/29	Θ		
8	10/4	T	Nonlinear representations	
	10/6	Θ		
9	10/11	T	Syllables and syllabification	MIDTERM
	10/13	Θ		
SPRING BREAK				
10	10/18	T	Candidates, constraints, and rankings	
11	10/25	T	Factorial typology.	Segmental processes: contrast, neutralization, and allophony.
	10/27	Θ		
12	11/1	T	Acquisition of phonology I	
	11/3	Θ		
13	11/8	T	Acquisition of phonology II	
	11/10	Θ		
14	11/15	T	Beyond Optimality Theory	
	11/17	Θ		
15	11/22	T	Wrap-up	
15	11/29	T	Review	
Exams	12/3	Sat.		FINAL EXAM, 4 p.m.

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## 7 Policies

*Document formats.* Electronic documents must be in either ASCII text format, or .pdf (*not* .docx, .rtf, .ppt, etc.). Otherwise, I won't take them.

*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.”

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## 8 General UNC-CH course policies and resources

**Accessibility Resources** The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

**Attendance Policy** No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

**Counseling and Psychological Services** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Diversity Statement** I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.

### **Honor Code Statements**

1. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate that honor code, please see me or consult [honor.unc.edu](http://honor.unc.edu). (source: Department of Asian Studies)
2. Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code. (source: syllabus from section of HIST 486 offered in 2015)
3. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected ([honor.unc.edu](http://honor.unc.edu)). (source: syllabus from section of GEOG 67 offered in 2015)

**Spring 2022 Course Delivery** As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

**Syllabus changes** The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Title IX statement** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

**Undergraduate Testing Center** The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a

proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

- Additional student resources**
1. The Learning Center: The UNC Learning Center is a resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: <http://learningcenter.unc.edu>.
  2. The Writing Center: The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: <http://writingcenter.unc.edu>.
  3. Resources for Success in Writing: UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online.