

# Syllabus

Linguistics 523 (Moreton)\*

2021 January 20 (W)

Time:	MW 3:35–4:50
Places:	Zoom (see link on Sakai site in Resources folder) <b>There is no in-person component.</b>
Sakai:	LING523.001.SP21
Instructor:	Elliott Moreton, <a href="mailto:moreton@unc.edu">moreton@unc.edu</a> Most people say / <sup>l</sup> ɛliət 'mɔ:ɪŋ/ and <i>he</i> , but I'm not particular.
Office hours:	TBA
Office:	Zoom (see link on Sakai site in Resources folder)
Textbook:	none

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## 1 Description

LING 523 is a graduate-level 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 523 is intended mainly for second-semester graduate students in Linguistics. Credit cannot be had for both LING 523 and LING 200.

The prerequisite for LING 523 is LING 520, Linguistic Phonetics, or consent of instructor.

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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).

40% *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 one midterm and one final, both in-class, all cumulative from the beginning of the course.

20% *Squib*. A squib is essentially an extended, self-designed homework problem: You design it, you solve it, you present your solution to the class. You'll start looking for a topic later in the semester; I'll give you more information at that time.

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### 3 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>➡1</sup>, on the World Wide Web, which is 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>➡2</sup>. Everyone who is enrolled in the class should already have access to it. Our class's ID, if you need it, is LING523.001.SP21. The main things we will need there are
  - (a) Recordings and transcripts of any class meetings held by Zoom (under **Panopto**) **These are for class members only!**  
*Any use of a class recording by a student shall be for educational purposes only. Students may not record a class on their own, in any format, without prior express authorization from the University and may not copy, reproduce or distribute any recording that they access. Students requesting the use of assistive technology as an accommodation should contact Accessibility Resources & Service.*<sup>➡3</sup>
  - (b) Course materials like slides, handouts, and readings (under **Resources**)
  - (c) The place to pick up and return written assignments (under **Assignments**)
  - (d) A discussion forum for asynchronous collaboration (under **Forums**)
  - (e) The gradebook (under **Gradebook**)
3. The Zoom meeting link (see p. 1 of the syllabus). If Zoom is not already installed on your computer, please go to [zoom.unc.edu](https://zoom.unc.edu)<sup>➡4</sup> to get it.

*The International Phonetic Alphabet*. We'll need to use the IPA without being able to hand-write it. 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.

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<sup>1</sup><http://www.unc.edu/~moreton/Ling523/523log.html>

<sup>2</sup><http://sakai.unc.edu>

<sup>3</sup><https://ars.unc.edu/>

<sup>4</sup>[zoom.unc.edu](https://zoom.unc.edu)

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

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

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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## 4 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 approximately onto a 60–100 scale in computation of the final grade; hence, a 0 is *much* worse than a 1. Other homeworks will receive a zero.

*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 and citation.* 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. If you work with others, or look up information in sources that aren't officially part of this course, you are required to acknowledge them in the writeup. (There is no shame in collaborating, or in digging out information independently, but you need 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.

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<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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## 5 (Approximate) schedule

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Week	Date	Topics
1	1/20	W Course overview. What is phonology?
2	1/25	M Motivating phonology: Predictable vs. unpredictable information;
	1/27	W grammar vs. lexicon.
Representations and rules		
3	2/1	M Natural classes. Distinctive-feature theory I.
	2/3	W
4	2/17	W Distinctive-feature theory II.
5	2/22	M Phonological modelling using derivational rules. Rule ordering.
	2/24	W
6	3/1	M Nonlinear representations.
	3/3	W
7	3/8	M Syllables, syllabification, and syllable-sensitive processes.
	3/10	W <b>MIDTERM</b>
Optimality Theory		
8	3/15	M Optimality Theory: the basics. Candidates, optimality, markedness,
	3/17	W faithfulness.
9	3/22	M Ranking constraints. Alignment. Universality of constraints.
	3/24	W
10	3/29	M Factorial typology.
	3/31	W
Case studies		
11	4/7	W Segmental processes.
12	4/12	M Acquisition of phonology in a first language.
	4/14	W
13	4/19	M Variation and optionality.
	4/21	W
14	4/26	M Gaps in factorial typology and the “too-many-solutions” problem
	4/28	W
15	5/3	M Squib presentations.
	5/5	W
16	5/10	M FINAL EXAM, 12:00 noon

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## 6 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 Serviceand/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)

**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.