

LIN 431/631 - PHONOLOGICAL ANALYSIS

Spring 2022

Instructor:	Christopher Green	Time:	M/W 3:35p-5:05p
Email:	cgreen10@syr.edu	Place:	HBC 323a
Office:	330 HBC		
Office Hours:	T 9:00-11:00a, or by appt.		

What you can expect from this course: This course introduces students to fundamental concepts and the theoretical underpinnings standing at the heart of rule-based generative phonological analysis. Students will explore a variety of topics including articulation, allophony, distinctive features, natural classes of sounds, neutralization, and a variety of phonological processes encountered in languages of the world. As such, this course serves as a foundation for future study of phonology and related sub-disciplines within linguistics (e.g., phonetics, laboratory phonology, morphology).

The course focuses on two of Syracuse University's *Shared Competencies*:

- Critical & creative thinking
- Scientific inquiry & research skills

Students will **apply their knowledge** by constructing and motivating formal phonological analyses, including the modeling of phenomena that involve rule interactions and opacity. Students will **analyze data** from a variety of typologically-diverse languages, many of which will be unfamiliar.

Using what is uncovered about the phonological properties of the world's languages throughout the course, students will begin to **construct their own "ConLang"** (constructed language) modeled after the properties of natural human language.

Students will be provided with a foundation in the assumptions of rule-based phonology, but they will **learn to identify and articulate** both the merits and shortcomings of the basic model. Students will ultimately have the opportunity to **explore alternative frameworks** in order to evaluate them against the basic model, setting the stage for later coursework.

Prerequisite: LIN 301/601, or permission of instructor

Credit hours: 3

Blackboard site: Grades, the course syllabus, and any supplemental course materials will be posted on Blackboard. Any announcements or changes will be announced through Blackboard. It is highly recommended that you set up Blackboard to email you when announcements, grades, etc. are added to the site. Please check your email regularly so that you do not miss anything pertinent to the course.

Office Hours: Office hours will be arranged in 15 minute time slots and held in my office, HBC 307, on Tuesday mornings unless otherwise announced. A link to access the sign-up sheet will be posted on Blackboard. If you need more than 15 minutes, sign up for more than one slot. I am happy to meet with more than one student during a time slot, so if you and a classmate would like to share a meeting, please sign up accordingly. On occasion, it may be necessary to meet via Zoom; if so, this will be announced, and a link will be provided. If my office hour times do not work for your schedule, please contact me to make other arrangements.

Required materials:

- David Odden, *Introducing Phonology, 2nd edition*, Cambridge.
- LIN 431/631 Spring 2022 Course Packet

You **must** have access to both of these. We will use the textbook occasionally in class, and I will let you know when this will happen so that you do not need to bring it each day. However, the course packet will be used EVERY DAY, so be sure to have it with you.

Grade distribution:

Homework (best 8 of 9)	40%
ConLang project	15%
Midterm Exam	20%
Final Exam	25%

Grade Rubric:

A	≥ 93-100
A-	≥ 90-92
B+	≥ 87-89
B	≥ 83-86
B-	≥ 80-82
C+	≥ 77-79
C	≥ 73-76
C-	≥ 70-72
D	≥ 60-69
F	<60

Grading policies: I will always round up in calculating grades within a letter grade, but not across letter grades, in figuring the final course grade. Thus, if you score a 82.6%, you will receive a B, rather than a B-. However, if you score a 89.9%, you will receive a B+, rather than an A-.

Concerning extra credit: Generally speaking, I do not believe in extra credit. Please do not ask for extra credit opportunities, as none will be given. It is your responsibility to do well on the assignments that you are given. You will have a week for every homework assignment, which is plenty of time to do it well. If you find yourself struggling, please come talk to me so that we can address whatever challenges you might be having.

Graduate students: In accordance with Syracuse University policy, graduate students cannot receive a D grade. Any graduate student scoring below a 70.0% will receive an F in the course.

Graduate students in the Linguistic Studies Program: In accordance with the Linguistic Studies Program curriculum, LIN 631 is a core course and therefore must be completed with a minimum grade of B. If you score below a B (which includes a B-), you must re-take the course.

Lectures: Anything analytical or terminological discussed and covered in class lectures and in homework assignments is required material and may appear on your midterm and/or your final exam. It is your responsibility to obtain any information discussed in a class that you have missed. If you miss a lecture, consult one of your classmates about sharing notes. Consider utilizing the Blackboard discussion forum to do so. I will be happy to meet with you in office hours to discuss what you may have missed, but do not expect a repeat of the lecture.

You will see data on many different languages. You DO NOT need to memorize language-specific examples and/or details about specific languages. That said, you may find it helpful to associate a particular concept or phenomenon with one or more specific languages as exemplars.

Attendance & Participation: It will be nearly impossible to do well in LIN 431/631 if you do not regularly attend class. That said, I will not take attendance nor assign you a grade based on attendance, though you are expected to be in class unless some extenuating circumstance prevents it. You are ultimately responsible for your success in this course and your final grade.

Everyone will be given an opportunity to participate actively in class throughout the semester. You are strongly encouraged to ask questions at any point during lecture.

Electronic devices: You are free to bring and use a laptop or tablet to class in order to take notes, though you should be cautioned that due to the problem-solving nature of this course, taking notes by hand in your course packet is highly recommended. If you choose to use an electronic device, it is expected that these devices are to be used for classwork only, and not for other personal activities like social media. Regarding phones, however, I will expect them to be out of sight for the entirety of class.

Homework assignments: Homework assignments will consist of problem sets with phonological data that you will be expected to analyze. These analyses should contain a combination of prose (i.e., actual paragraphs of text) and data. Homework assignments must be typed (including phonetic symbols). If you are not familiar with ways in which to enter phonetic fonts on your favorite word processing program, please see me for help.

Homework will always be assigned on a Wednesday and will be due by the beginning of class the following Wednesday. You will be assigned 9 homeworks, 8 of which will count towards your grade. This IS NOT an opportunity simply not to complete an assignment. **A “zero” homework assignment will not be counted as the dropped assignment.**

Your homework assignments, taken together, constitute the largest portion (40%) of your final grade. With one week per assignment, you have the opportunity to work on them carefully, to ask questions, and ultimately to get the best possible score towards your final grade.

You should feel encouraged to work with your classmates on homework assignments. That said, you are expected to do your own work. Following the Syracuse University Academic Integrity Policy (academicintegrity.syr.edu), if you are caught copying, cheating, or otherwise plagiarizing your colleague's work or another individual's work, or mining the internet for help on your assignment, you will be referred to the Office of Academic Integrity.

On the day that a homework is due, it is to be submitted electronically via Blackboard before the beginning of class that day in PDF format, with your name and the assignment number in the file name. If you need to turn in homework late due to sickness, absence due to a religious observance, or some other reasonable excuse, we will make other arrangements. The key here is communication; if for some reason your homework is going to be late, you must let me know about it beforehand.

Students who turn in an assignment will receive a partial sample solution that describes aspects of a given problem set that I find most important which serves as a rubric upon which I will base your assignment grade. I do so rather than commenting on every positive or negative aspect of given assignment, which is challenging in an analysis-based course of this size. Of course, I will make overall comments on the assignment, particular to your submission, in each instance. Of the utmost importance is that you hold these descriptions, as partial solutions, for yourself. They should not be printed, saved, shared, etc. with other students, end of story. This is especially important given that problem sets may be reused from year to year in some instances and may be assigned in later years as homeworks. If you were to share or post these materials, I would consider it a violation of academic integrity, so I ask you kindly not to do so.

Graduate students: Your work will understandably be held to a higher standard. You will complete the same homework assignments as undergraduate students. But, these assignments should be treated like short

analytical papers, somewhere in the realm of 3 to 5 pages (more or less, depending on the assignment), where you present a full analysis of the data. A sample will be provided to you via Blackboard that you can use as a template. **If your assignment is not formatted as a prose analysis, I will send it back to you without grading it.**

Grads will also be given extra problem sets to complete prior to both the midterm and final exams that will figure into exam grades. In both instances, students will be given (at least) a week to complete these extra assignments, and they will be due on the day of the exam. This practical experience with analysis and extra problem sets is important practice for comprehensive exams.

ConLang project: Each student will create a novel data set that forms the basis for their very own ConLang (constructed language). Students will begin by providing a brief description of ConLang's sound inventory (i.e., its consonant and vowel inventory, as well as its syllable structure) and a sample lexicon. This first portion of the project will constitute part of the midterm grade. By the end of the semester, each student will create a problem set that illustrates interacting phonological or morphophonological rules. This should include an introduction to the problem to be solved and also a sample solution that explains the sounds, features, rules, derivations, etc. needed to account for the data. The complete project will be due on Monday May 9th, but you are strongly encouraged to finish it up ahead of time; any 2nd year graduate students, this particularly applies to you, as you will be dealing with comprehensive exams soon thereafter. Specifics of this assignment differ between grads and undergrads; additional details will be provided. This task is worth 15% of your course grade.

Midterm exam: You will have a midterm exam as indicated in the Course Outline below; it is worth 20% of your final grade. This exam will be made available on Monday and is due on Wednesday; no class will be held on the Wednesday that the midterm is due. The exam will be turned in via Blackboard.

Final exam: Your final exam is worth 25% of your course grade and is cumulative. The final exam will be made available on Friday, the week before it is due. The exam will be due by the end of the day the following Wednesday, the last day of classes. No class will be held on the day that the final is due. The exam will be turned in via Blackboard.

Academic Integrity: Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://academicintegrity.syr.edu>.

Students with special needs: Syracuse University values diversity and seeks to promote meaningful access to educational opportunities for all students. As your instructor, I am committed to your success and will stand by willing to entertain reasonable accommodations for any disability.

If you believe that you need accommodations for a disability, please contact the Center for Disability Resources (CDR), visit the CDR website <https://disabilityresources.syr.edu/>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your

needs and the process for requesting accommodations. CDR is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate.

Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. You are also welcome to contact me privately to discuss your academic needs; however, I cannot personally arrange for your disability-related accommodations.

Religious observance policy: SU's religious observances policy recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. An online system to notify instructors of religious observances is available through MySlice. Note, however, that after completing the notification process, you must still contact me to make arrangements for missed work BEFORE your expected absence.

Tentative course schedule:

Week	Content
W1: 1/24 - 1/26	Introduction - What is phonology? Reading: Odden, Chapter 1
W2: 1/31 - 2/2	Describing consonants and vowels HW 1 assigned
W3: 2/7 - 2/9	Transcription; Syllables and syllabification HW 1 due, HW 2 assigned
W4: 2/14 - 2/16	Allophony Reading: Odden, Chapter 2 HW 2 due, HW 3 assigned
W5: 2/21 - 2/23	Feature Theory and Natural Classes Reading: Odden, Chapter 3 HW 3 due, HW 4 assigned
W6: 2/28 - 3/2	Morphophonology; Neutralization Reading: Odden, Chapter 4 HW 4 due

W7: 3/7 - 3/9	M: Neutralization, cont.; W: Midterm (no class)
3/14 - 3/16	SPRING Break
W8: 3/21 - 3/23	Transparent Rule Ordering Reading: Odden, Chapter 6 HW 5 assigned
W9: 3/28 - 3/30	Opacity Reading: Odden, Chapter 5 HW 5 due, HW 6 assigned
W10: 4/4 - 4/6	Multiple rule interactions, Acquisition Reading: Odden, Chapter 8 HW 6 due, HW 7 assigned
W11: 4/11 - 4/13	Abstractness Reading: Odden, Chapter 7 HW 7 due, HW 8 assigned
W12: 4/18 - 4/20	Conspiracies HW 8 due, HW 9 assigned
W13: 4/25 - 4/27	Nonlinear phonology Odden, Chapter 9 HW 9 due
W14: 5/2 - 5/4	M: Psychological Reality of the Phoneme W: Final Exam (no class)