Course Tag Reflection Exemplar
Critical and Creative Thinking

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LIN 431: Phonological Analysis

Identify the course learning objectives <u>in the syllabus</u> that are clearly aligned to <u>Critical & Creative Thinking</u> and respective assignment(s).

1) Students will apply their knowledge by constructing and motivating formal phonological analyses, including the modeling of phenomena that involve rule interactions and opacity.
2) Students will analyze data from a variety of typologically-diverse languages, many of which will be unfamiliar.
3) Students will begin to construct their own "ConLang" (constructed language) modeled after the properties of natural human language.
LIN 431 exposes students to a diverse array of languages and their structures. Students develop a toolkit of analytical skills and typological awareness, examining structures and processes that are possible and/or expected in natural language. Students apply these skills to create their own novel constructed language whose properties align with those of the natural human languages studied.

Explain the connection between specific assignment(s) and <u>Critical & Creative Thinking</u>. At least 30% of the course grade must engage students in <u>the selected competency</u> for the course to be tagged.

Homework assignments: students demonstrate proficiency in identifying and motivating structural or analytical properties of language, reinforcing concepts covered in class. The structures and processes evaluated in assignments serve as exemplars for the Constructed Language (ConLang) project. As such, via these assignments, 40% of the course grade contributes to this competency.
ConLang Project: More directly, students create their ConLang data set in two parts. The first part, as 25% of the midterm grade involves sound and syllable inventory, as well as an initial lexicon. The final product, a minimally 50-word lexicon and analysis containing 4 interacting phonological processes, constitutes 15% of the overall course grade.

Describe in detail the <u>instructional strategies</u> faculty use to intentionally teach <u>Critical & Creative Thinking</u> in the course.

Relative to each language, topic, and process covered in class, discussion centers upon matters such as processual naturalness, typological prevalence

of phenomena, logic and simplicity, and structural markedness. Students apply these concepts in designing their ConLang.

Describe the feedback tool(s) faculty use to support students' competency development on <u>Critical & Creative Thinking</u>.

The course faculty is readily available to work with students throughout the semester as they plan their ConLang project; detailed feedback is provided via Blackboard for each homework assignment. Intermediate feedback on the ConLang itself is given at midterm following submission of the draft sound inventory and lexicon, providing guidance on ways that design may be improved. Students are encouraged to make revisions based on this guidance and to engage with course faculty for additional feedback as the project nears completion.