

LING 315: Phonology

Instructor: Adam McCollum

Class Meetings: Monday & Thursday 9:50-11:10 am

Zoom meeting room:

<https://rutgers.zoom.us/j/92272785986?pwd=SFV0c3VwbkNwNDZ6UGZRTCtQdHNidz09>

Meeting ID: 922 7278 5986

Password: sounds

Office Hours: Mondays and Thursdays 11:30-12:30 and by appointment

Office: [18 Seminary Place](#), Room 303

Email: <mailto:adam.mccollum@rutgers.edu>

Website: canvas.rutgers.edu

For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.

Assessment:

In-class quizzes	10%
Quizzes on Canvas	15%
Homework assignments	40%
Midterm exam	15%
Final exam	20%

Phonology is the study of sound patterns. This sounds simple, but requires a lot of abstract reasoning and analysis. In this class, we'll explore a range of sound patterns to better understand issues like: what do speakers know about the sounds of their languages, how to analyze that knowledge, and what kinds of sound patterns exist among the world's languages.

Learning outcomes:

1. Recognize the structural systematicity in sound patterns within a language and across languages
2. Understand and apply formal tools used in analysis
 - 2.1 Representations
 - 2.1.1 Interpret, create, and critique both hierarchical and linear structures
 - 2.1.2 Use multiple levels of representations to model sound patterns
 - 2.2 Rules/Transformations
 - 2.2.1 Interpret and critique phonological transformation (rule- and constraint-based analyses)
 - 2.2.2 Generate phonological rules and constraints to model sound patterns
3. Assess and critique different analyses of sound patterns and their distribution
4. Ruin conversation forever by opening awakening you to the beauty and intricacy of phonology

Resources:

- There is no textbook for this course.
 - There are a handful of books that may come in handy throughout the term. If you're struggling, or alternatively, if you're loving the content so much you can't get enough, here are a few recommendations for outside reading:
 - Bruce Hayes' textbook, *Introductory Phonology*
<https://www.amazon.com/Introductory-Phonology-Bruce-Hayes/dp/1405184116>
 - David Odden's textbook, *Introducing Phonology*
<https://www.amazon.com/Introducing-Phonology-Cambridge-Introductions-Linguistics/dp/1107627974>
 - Robert Kennedy's textbook, *Phonology: A Coursebook*
<https://www.amazon.com/Phonology-Coursebook-Robert-Kennedy/dp/1107624940>
 - Long Peng's textbook, *Analyzing Sound Patterns*
<https://www.amazon.com/Analyzing-Sound-Patterns-Introduction-Linguistics/dp/0521147409>
 - Carlos Gussenhoven and Haike Jacobs' textbook, *Understanding Phonology*
<https://www.amazon.com/Understanding-Phonology-Language-Carlos-Gussenhoven/dp/144411204X>
 - Additionally, there are a number of youtube videos that may help supplement some of the topics discussed in class. Here are a few good places to go for linguistic content. I will recommend specific videos when they are relevant to course material.
 - The Ling Space: <https://www.youtube.com/user/thelingspace>
 - NativLang: <https://www.youtube.com/user/NativLang>
 - TheTrevTutor: <https://www.youtube.com/user/thetrevtutor/featured>
- We will use Canvas for this course. There you'll find this syllabus, updates and announcements, lecture notes and slides, helpful links and further readings, reading quizzes, homework instructions, and so on. If you have a content-related question, it is often beneficial to post it there so everyone can benefit from our virtual interaction.
- Attending office hours is not mandatory, but is strongly recommended and encouraged.
 - The point of office hours is to get further clarification on course material or to discuss other matters pertaining to the course. If you don't understand something, if you have an idea, if you disagree with or are intrigued by something I've said or that you've read — come talk to me! I have set time aside to meet with you; you are not interrupting when you come to see me during those times.
 - It may feel unnecessary (at best) or scary (at worst) to come talk to me during office hours. Please try to overcome these feelings and give it a chance! You'll be glad you did.

Requirements:

- Regular attendance is extremely important. There are two obligatory sessions of 80 minutes each per week. I expect that you won't miss class unless you have an exceptionally good reason.
 - There's nothing like missing a class to make you feel lost, confused, and out of it. Not only do you miss the material, but you get less out of the next class too, sometimes leading to a downward spiral.
 - Coming to class will make your life easier and happier: the material makes more sense, assignments and in-class work are easier, etc. If you miss class, it hurts your learning and your grade.
 - If you have to miss a class for any reason, please don't ask me what you missed. Find out what happened in class from the course website or from a classmate, look the material over carefully, and only then come to me with any specific remaining questions you may have.
 - If you anticipate that you will be absent for whatever reason, particularly religious or medical reasons or for an emergency, you must notify me in writing as soon as possible AND report your absence via this link <https://sims.rutgers.edu/ssra/>
 - You will still be responsible for the readings for that day.
 - Any unexcused absences will result in a 0 for in-class assignments missed.
- Participation is important! Interrupting (politely) to ask questions is highly encouraged. In general, please interrupt me (again, politely). If you raise your hand, I may not notice it as quickly if I'm in the middle of something, so verbally getting my attention will probably serve you better. Speak up, ask questions, confirm your understanding — but remember to give others a chance to do the same. In principle, each one of you deserves no more and no less than an equal share of time and attention. Take advantage of this, but try also not to abuse it.
- In addition to the required readings, there may be additional, usually optional readings that I will make available (electronically) from time to time. These readings will typically be sections of introductory textbooks or otherwise accessible articles, and will expand on concepts discussed in class.

Evaluations and Assessments:

- In-class Quizzes:
 - You will take one short quiz at some point during every class meeting. These will only involve a few questions. These will give me a chance to assess how well the material is being learned, and will give you an opportunity to ask for review or clarification of any topics you're struggling to understand. These will count for 10% of your final grade. I will drop each person's lowest grade.
- Quizzes:
 - There will be ten quizzes sprinkled throughout the semester. They will become available after class and due at the beginning of the following class. For example, if a quiz is due on Thursday, it will come online Monday right after class.. Any material covered in class or in the required readings may appear on these quizzes. These will count for 15% of your final grade.

- Homework:
 - There will be five homework assignments during the course. These will generally be assigned every other week. You will not have homework due at the same time as exams. I will drop each person's lowest grade. These will count for 40% of your final grade.

- Midterm exam
 - The midterm exam will cover the materials discussed during the first half of class, and will be worth 15% of your final grade.

- Final exam
 - The final exam will cover all the materials discussed during class. The final exam will be worth 20% of your final grade.

- **Extra credit:** You have the opportunity to raise your final grade by up to 2 points through experimental participation.
 - Some faculty and graduate students in the Department of Linguistics do experimental research on language. This research depends on the participation of undergraduate participants.
 - You have the option of participating in Linguistics experiments during the semester. Each experiment usually takes between 20 and 45 minutes.
 - You will get **1 point credit for every half hour** of experimental participation. It does not matter what subfield of Linguistics this experiment is in, but it must be in Linguistics.
 - Experiments are offered through the Linguistics department experiment management system (sona): <http://rutgerslinguistics.sona-systems.com/> . Towards the beginning of the semester, your name and email will be added to the experiment system. You will be issued an anonymous id to participate in experiments through this system. Once Linguistics experiments are posted, you can sign up online. Note that this system is different from the psychology pool, and you should not use a psychology ID to log in to the system.
 - Any student enrolled in a Linguistics undergraduate course is eligible to participate in Linguistics experiments, regardless of gender, race, ethnicity, language status, or impairments, disorders, or disabilities (as long as his/her instructor provides the opportunity). You cannot be denied participation for any of these reasons.
 - You have the right to not participate in experiments to earn extra credit. You may speak with me about possible research alternatives, such as reading a pre-approved scholarly article in linguistics and writing a 2-page paper summarizing it.
 - If you are taking multiple Linguistics courses that allow for experimental participation to count towards extra credit, you are responsible for making sure you have assigned the credit correctly through the experiment system online. This is not your instructor's, the experimenter's or the experiment system administrator's job!

 - If you sign up for, but fail to show up for, two or more experiments, you may be barred from further participation and restricted to research alternatives as described above, so please note the time and location of your experiments, and take your schedule and transportation time into account. Many experiments have restrictions on how late you may cancel online.

Grading policy:

- The following is the percentage-to-letter-grade system I will employ for this course.

90.0-100	A	75.0-79.9	C+
85.0-89.9	B+	70.0-74.9	C
80.0-84.9	B	60.0-69.9	D
		Below 60	F

- Your level of engagement and participation in the course will be taken into account when grades fall in a gray area; these considerations may nudge a borderline course grade up or down. So, if only for the sake of your course grade, you are strongly encouraged to attend and to participate in class.

Review & grade correction policy:

- We all make mistakes. I make lots of them. So, please take the time to look over your graded work carefully as soon as possible after it is shared with you. In addition to helping ensure that you get the credit you deserve, this checking will improve your retention of the material. However, there is a statute of limitations: all suspected issues with a graded assignment must be brought to my attention **within one week** of the grade for the assignment having been shared with you.
- Note that by asking for any of your work to be re-reviewed and re-graded, you assume a risk: that I will notice a problem that had not been noticed before and that I may actually end up giving you a lower grade than you were originally awarded. So while I encourage you to bring any necessary issues to my attention, for your own sake you should do so only when you're fairly confident that you really did receive less credit than you deserved. (For example, you may want to compare your work and your grade with those of one or more of your classmates first.)

General ground rules:

- We should all strive to abide by the Golden Rule, "treat others like you wanted to be treated."
- *The classroom is a place for learning, exploration, and discovery. It is not primarily a place to feed the ego, make a name for yourself, or construct an identity. You are more than the grades on your transcript. Your identity is not on the line in this class. That means you have the freedom to forget yourself and engage the material. You have the freedom to try hard, to struggle, to be wrong, and to be frustrated.*
 - Some issues in this course could seem controversial to you, or perhaps difficult to reconcile with your experience and ideas. You should feel free to question any claims made in class or in the readings, or to make claims of your own, but if you do, please be civil and be prepared to support your opinion.
- **Communications policy.** All communications must be courteous and respectful. I'm happy to take time to help you with anything related to the course, but only if you are polite with your requests for that time and acknowledge it with a simple thank-you. (There are lots of "how to write an email" things out there; here's a good one: <http://phdcomics.com/comics.php?f=1795>)

- Even if you communicate with me properly, please don't expect to receive a reply to any email outside normal working hours (M–F, approximately 8–4) or within 24 hours of sending your email.
- I do not send you quizzes at 7 pm and expect you to turn them in by midnight, so please do not expect the same of me. I will do my best to reply to emails and canvas postings promptly, but know that just as you have more going on in your life than this particular course, so do I.
- **Late work policy.** During the course you may submit **one** assignment late without penalty. If you need an extension, you must notify me **at least 24 hours before the assignment is due**. Additionally, I will ask you to give me a modified date and time for your assignment.
 - Otherwise, all late assignments will be penalized according to how late the assignment is submitted. Concretely, turning in your assignment a day late would be much better than turning it in a week late. Relatedly, it is always better to submit a late assignment than to take a 0 for not submitting anything at all.
 - If you are absent without an excuse, you will get a 0 for all in-class assignments missed.
- **Academic integrity policy.** You are expected to know and follow the Rutgers University policy on Academic Integrity: <http://academicintegrity.rutgers.edu/academic-integrity-policy>
 - Cheating, plagiarizing, presenting someone else's work as your own, and not properly acknowledging another student's contribution will not be tolerated. Nor will sharing the content of this course's assignments outside of the class.
 - All instances of plagiarism will be reported to the Office of Student Judicial Affairs.
 - As defined by the University, plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:
 - Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
 - Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
 - Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
 - Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution
 - As a relevant example, it is unacceptable to work on a homework assignment as a group by creating a google document where you share parts of the write-up.
- **Collaboration policy.** You are welcome — in fact, you are encouraged — to discuss all matters related to the course, including any and all assignments, with your fellow students. Find a study buddy, or (better) form a study group. So long as you are abiding by the academic integrity policy above, all is well.

- The traditional wisdom for university courses is to budget 2 hours of study/homework/project time on your own (or with your study buddy/group) for every 1 hour of classroom time.
- **Electronic device policy.** You are welcome to use a laptop or tablet during class for the express purposes of (a) taking course-content-related notes, or (b) for occasionally looking up course-content-related material on the web. You are not welcome to use any other kind of electronic device in class (especially a smartphone), nor are you welcome to use a laptop or tablet in class for some reason other than (a) or (b). Such other uses are a distraction to you and to your fellow classmates. Any abuse of this policy will result in the revocation of this privilege, for yourself and possibly for the entire class.
 - All research on the subject seems to show that (i) humans think we're good at multi-tasking, and (ii) humans are bad at multi-tasking. Your phone and social media can wait until after class.
 - Research also shows that taking notes by hand helps you to learn better, even putting aside the fact that devices tempt us with distractions. Unless you need to take notes on a device, try it by hand.
- **Disability access.** Rutgers University welcomes students with disabilities into all of the University's educational programs.
 - In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.
 - If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).
 - Full disability policies and procedures are at <https://ods.rutgers.edu/>
 - Contact information:
 - (848) 445-6800
 - Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854
- **Title IX statement.** Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, relationship violence, stalking or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who

does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu.

- **Student-Wellness Services:**

- **Just In Case Web App**

- <http://codu.co/cee05e>

- Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD

- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

- CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

- **Violence Prevention & Victim Assistance (VPVA) :** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

- The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

- **Scarlet Listeners:** (732) 247-5555 www.scarletlisteners.com

- Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

- <https://rutgers.campuslabs.com/engage/organization/scarletlistenersh>

Course schedule

Week	Day	Topic	Readings (to be completed before class)	Optional, supplementary resources	Homework assignments
1	Thurs 1/21	Introductory stuff			
2	Mon 1/25	Phonetics	Hayes ch. 1	https://www.youtube.com/watch?v=XTzkT3j9pHI https://www.youtube.com/watch?v=df0RdKuPF9I https://www.youtube.com/watch?v=zEaPQP3pXQc&t=352s	HW 1 assigned
	Thurs 1/28	Phonetics and features		https://www.youtube.com/watch?v=eIFOQnWr5Co https://www.youtube.com/watch?v=arMntA15A0s	
3	Mon 2/1	Morphemic analysis		Hayes ch. 6	HW 1 due
	Thurs 2/4	Phonemes and allophones	Hayes ch. 2 (skip Section 2.8)	https://www.youtube.com/watch?v=wA9--WJSPws&t=340s https://www.youtube.com/watch?v=dtf8zGQj9GY&t=52s https://www.youtube.com/watch?v=2k_gQI2oFAy&t=457s	
4	Mon 2/8	Phonemes and allophones	Sapir article	https://www.youtube.com/watch?v=ZWmY5XBFQsE https://www.youtube.com/watch?v=25ls735NzyE&t=95s	HW 2 assigned
	Thurs 2/11	Representations, features, and rules	Hayes ch. 4	https://www.youtube.com/watch?v=YB2oZal5HvY https://www.youtube.com/watch?v=McO4Bcfk3zc	
5	Mon 2/15	Representations, features, and rules		https://www.youtube.com/watch?v=klKzPIJYU7E https://www.youtube.com/watch?v=mPbaWkwUQzA	HW 2 due
	Thurs 2/18	Representations, features, and rules			
6	Mon 2/22	Rule interactions		Hayes chs. 7, 8 https://www.youtube.com/watch?v=fz5z3SsEVY8	
	Thurs 2/25	Rule interactions			HW 3 assigned
7	Mon 3/1	Rule interactions			
	Thurs 3/4	**Mental health day**			HW 3 due
8	Mon 3/8	Review for midterm			
	Thurs 3/11	Midterm exam			

Spring Break!

10	Mon 3/22	Syllables and stress		https://www.youtube.com/watch?v=YON1pOcEhrA https://www.youtube.com/watch?v=MdId9wnMNg8	
	Thurs 3/25	Optimality Theory			
11	Mon 3/29	Syllables and Optimality Theory	Archangeli article	Peng ch. 11 https://www.youtube.com/watch?v=rxsbPDjL9ds https://www.youtube.com/watch?v=G-Zy1f8EVDM https://www.youtube.com/watch?v=xsMea6QhLoA	
	Thurs 4/1	Stress and Optimality Theory			HW 4 assigned
12	Mon 4/5	Stress and Optimality Theory			
	Thurs 4/8	Optimality Theory			HW 4 due
13	Mon 4/12	Optimality Theory			
	Thurs 4/15	Virtual fieldwork			HW 5 assigned
14	Mon 4/19	Virtual fieldwork			
	Thurs 4/22	**Mental health day**			HW 5 due
15	Mon 4/26	TBD			
	Thurs 4/29	Final exam review			
16	Mon 5/3	Final exam review			
	Mon 5/10	Final exam (8-11 AM)			