

SYLLABUS

Lecture Time TuTh 3:30-4:50 pm
Lecture Place [HICF 100K](#)
Web On canvas.eee.uci.edu

Discussion Time F 12:00-12:50 pm
Discussion Place [SE 101](#)

Instructor Connor Mayer
 ['kʰɑ.nɪ 'meɪ.ɹ]
 Pronouns: he/him

TA Charlie Torres
 ['tʃɑɪ.li 'tʰɔ.ɹɛz]
 Pronouns: he/him

Student hours Tu 2:00-3:00 pm
 SSPB 2211

M 3:00-4:00 pm
 SSPB 2229

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This course aims to equip you with the tools to understand sound patterns in the world's languages. Building on the basics you learned in LSCI 3, we'll look at how languages differ and how to explicitly capture these differences with rules and representations.

What to remember from LSCI 3

- Break words into morphemes
 - including recognizing multiple possibilities and finding the best solution
 - **you can review in chapter 5 of textbook**
- Use phonetic symbols
- Use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc.
 - **you can review in chapter 1 of textbook**

What you'll learn how to do

- Identify *phonotactic patterns*—which sounds can occur in which environments in a language
- Identify *alternations*—how a morpheme's pronunciation changes as its environment changes
- Apply ordered rules to underlying forms to derive surface forms
- Use features to describe classes of sounds that pattern together
- Recognize cases where syllable structure can improve rules
- Distinguish stress languages and tone languages from others

- Recognize restrictions that morphology and syntax place on a rule

What is knowing phonology useful for?

- Learning more phonology! ☺
- Studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- Language learning
- Language teaching
- Education, especially reading and language arts
- Speech and language therapy
- Language technology (speech synthesis, speech recognition)
- Studying and creating literature, especially poetry and song lyrics

What life skills will we work on?

- formulating, and communicating in writing, a clear description and analysis of a set of data
- evaluating and comparing different analyses of the same data
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

Requirements

Skills mastery

This course uses **skills-based grading**. Rather than receiving numeric grades on a series of assignments and tests and combining those into a final grade, you will be evaluated based on whether you've achieved **competence in a set of skills** by the end of the course.

There are 56 skills to be mastered in this course. To show that you've mastered a skill, correctly answer a question testing it on a quiz, exam, or homework assignment. You'll get **multiple opportunities** to demonstrate mastery of each skill. **Once you acquire a skill, you cannot lose it**: if you subsequently get it wrong, you won't be penalized. You can achieve **basic competence** in a skill by answering simple questions, and **advanced competence** by answering more difficult ones.

I'll show you how the **gradebook** works and how to use it to track your progress. In the meantime, you can see the **list of skills** on Canvas.

Why do this? a growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. We can do better!

See the paper by Zuraw et al., which is the basis for this class:

<https://linguistics.ucla.edu/people/zuraw/dnldpprs/skillsGrading.pdf>

How does this translate into a number?

- To get a mid-range D (~65%): demonstrate proficiency on half of the skills
- To get a mid-range C (~75%): demonstrate proficiency on three quarters of the skills
- To get a mid-range B (~85%): demonstrate proficiency on all 56 skills
- To get a mid-range A (~95%): demonstrate proficiency on all 56 skills, plus advanced proficiency on 20 of them

*(Exact formula: final skills grade percentage = $42 + 0.8 * \text{number_of_skills_mastered} + 0.5 * \text{number_of_skills_advanced}$.)*

Opportunities you'll get to demonstrate skills

- **8 quizzes**
- **8 homework assignments**
- **Midterm exam**: Will provide opportunities for all skills seen so far, except those that everyone is already proficient in
- **Final exam**: Will provide opportunities for all skills, except those that everyone is already proficient in.

The only penalty for missing a quiz, homework, or exam is missed opportunity!

Policy stuff

There are two philosophies of grading: an assessment of how well you've mastered the material vs. an incentive system to make you do things that will help you master the material.

I'm going with the "assessment" model, so there are no explicit grades for **attendance**. If you miss class and section though, it hurts your learning and thus your grade

Quizzes will be administered via Canvas. They will be posted on Thursdays and due by the beginning of class on the following Tuesday. No late quizzes will be accepted.

What happens **if you don't do a quiz**? Don't worry about it! You can try those same skills again in the future.

Suspected cases of **plagiarism or other cheating** will be sent directly to the Dean of Students; I believe it is fairer for them to talk to the student and weigh the evidence than for me to.

I have a family member who is at a high risk for COVID, and I'll be wearing an N95 mask as I teach this course. **Although masks are no longer mandatory indoors at UCI, I would appreciate it as a courtesy if you could wear a mask during class.**

Homework must be submitted on Canvas. The deadlines will be the beginning of class on Thursdays.

Late homework can't be accepted without a valid, *documented* reason (illness, emergency)—get a doctor's note, police report, towing receipt, death certificate, etc. This is mostly for the sake of fairness in grading, but also partly for your own good and partly to preserve your TA's well-being.

You're encouraged to discuss the homework together. But solutions must be **written individually**.

We'll use the course's **canvas.eee.uci.edu** website. Go there for handouts, links, homework, sample quizzes.

The **discussions** will be taught by Charlie. They will provide an opportunity to get hands-on practice that will be helpful for your assignments and quizzes.

I will provide **recordings of the lectures** on Canvas for students who need to participate remotely due to illness, etc.

Secrets of success

Come to class and discussion

Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it.

There's nothing like missing a class to make a person feel **lost, confused**, and out of it. Not only do you miss the material from the day you were gone, but you get less out of the next class too, sometimes leading to a downward spiral.

Coming to class and discussion will **make your life easier**: assignments will be easier, no staying up late to cram for tests (probably)

Talk to Connor, Charlie, and each other

...if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.

Don't be shy about using **student hours**. They are time that we have set aside to meet with you; you are never interrupting when you come to see us during those times!

Pay attention

All the research seems to show that (i) humans think we're good at multi-tasking, and (ii) humans are **bad at multi-tasking**. Just put your phone away inside your bag (unless you *really* need to be reachable right away by someone, such as your child's babysitter); it will be waiting for you.

Research says **taking notes by hand** makes you learn a lot more: it's slower than typing, so you have to think about what is most essential to write down (plus a laptop is a huge temptation to distraction, and distracting to your neighbors too).

Read the textbook—strategically

Educational research suggests that **repeated reading is not a good study strategy**—the material begins to look very familiar, producing a false sense of mastery

But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!

Reading the textbook will give you a chance to see more examples than in class, and to work through them at your own pace.

Course outline

<i>Week</i>	<i>Date</i>		<i>Topics</i>	<i>textbook</i>	<i>Homework due Thurs.</i>
1	Apr. 4		Go over syllabus and grading system	Ch. 1	
	Apr. 6		What is phonology? The International Phonetic Alphabet Basic phonetics		
2	Apr. 11	quiz #1	Contrast vs. predictability	Ch. 2 Ch. 3	HW #1: phonetics and the IPA
	Apr. 13		<ul style="list-style-type: none"> ▪ Phonemes & allophones review ▪ Phonological rules review ▪ Phonemes, writing, and reading Phonemes and second-language accents		
3	Apr. 18	quiz #2	Features and natural classes	Ch. 4	HW #2: contrast/predictability
	Apr. 20		<ul style="list-style-type: none"> ▪ Using the <i>Pheatures</i> software ▪ Psychological reality of features ▪ Feature “geometry” 		
4	Apr. 25	quiz #3	Alternations	Ch. 6 Ch. 7 (Ch. 5)	HW #3: features
	Apr. 27		Rule interaction <ul style="list-style-type: none"> ▪ Crucial rule ordering ▪ (Counter-)bleeding, (counter)-feeding 		
5	May 2	quiz #4	More rule interaction		HW #4: alternations
	May 4		Catch up, review		
6	May 9		MIDTERM EXAM	Ch. 10	
	May 11		Phonology’s relation to morphology and syntax <ul style="list-style-type: none"> ▪ Morpheme & word boundaries in rules ▪ The phonological phrase 		
7	May 16	quiz #5	Syllables	Ch. 13	HW #5: phono vs. morphology & syntax
	May 18		<ul style="list-style-type: none"> ▪ Improving rules with syllable structure ▪ Differences in syll. structure across languages 		
8	May 23	quiz #6	Stress and syllable weight	Ch. 14 Ch. 15	HW #6: syllables
	May 25		<ul style="list-style-type: none"> ▪ What is stress? Which languages have it? ▪ Rules for predictable stress Tone and intonation <ul style="list-style-type: none"> ▪ Features and rules for tone ▪ What is intonation? ▪ How does intonation relate to stress and tone? 		
9	May 30	quiz #7	Productivity	Ch. 9 Ch. 12	HW #7: stress and/or tone
	Jun. 1		<ul style="list-style-type: none"> ▪ Rules’ applicability to new words Abstractness in phonology		
10	Jun. 6	quiz #8	Phonology in language change	Ch. 11	HW #8: abstractness
	Jun. 8		<ul style="list-style-type: none"> ▪ How and why do sound patterns change? ▪ How changes in the past can produce surprising patterns in the present Course wrap-up		
exam week	Jun. 13		FINAL EXAM TUESDAY, 4:00-6:00 PM		

Standard messages

These are information that applies to all your UCI classes

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence. Video and phone appointments may be made by calling the CARE office at (949) 824-7273 or by email at care@uci.edu. In addition, the Counseling Center provides confidential counseling to all students and can be reached at (949) 824-6457. You can also report sexual violence or sexual harassment directly to the University's Title IX Officer, 103 Multipurpose Science and Technology Building, oeod@uci.edu, (949) 824-5594. Reports to law enforcement can be made to UCI Campus Police at (949) 824-5223. For urgent concerns after hours call (949) 824-6457 and select option 2 to speak with a counselor by phone.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

From the library

“Ask a Librarian (Reference Services)

Need help finding information? Can't figure out how to begin your research? Ask a Librarian! Virtually any question, always expert answers! Schedule an appointment, chat or email us. Feeling adventurous? Try ANTswers, the UCI Libraries' Interactive FAQs application. See <https://www.lib.uci.edu/ask-librarian-reference-services>.”

UCI Counseling Service

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (www.counseling.uci.edu and (949) 824-6457). For urgent concerns after hours call (949) 824-6457 and select option 2 to speak with a counselor by phone.

From DSC

Students needing academic accommodations based on a disability should contact the Disability Service Center (DSC) at 949-824-7494 or dsc@uci.edu. When possible, students should contact the DSC within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.dsc.uci.edu.

From the UCI Writing Center

The Center for Excellence in Writing and Communication (or “Writing Center” for short) promotes effective writing and communication as lifelong skills. Not only are these skills necessary for personal and professional success, they are also powerful ways in which people think through issues, consider multiple points of view and become more consciously aware of the world around them. The Writing Center offers UCI undergraduates one-on-one sessions on their writing from professional writing specialists and peer tutors either in person or via email. See www.writingcenter.uci.edu for more information and to schedule an appointment.