UNIVERSITY OF
CALGARY

Faculty of Arts
School of Languages, Linguistics, Literatures and Cultures

LING 403
Phonology II
Winter 2021
Class time: TR 9:30 – 10:45 AM
https://ucalgary.zoom.us/j/92227567418
(passcode in D2L)

COURSE OUTLINE

INSTRUCTOR'S NAME: Darin Flynn

OFFICE HOURS: Wednesdays 10:30 – 11:30 AM or by appointment (Zoom info in D2L)

E-MAIL: dflynn@ucalgary.ca (I will respond to e-mails within 48 hrs during weekdays)

DESCRIPTION

LING 303 focuses on what the basic elements of phonology are, what happens to them, where it happens, and when. LING 403 focuses on the deeper questions: why and how does it happen?

OBJECTIVES

LING 403 focuses on models that manipulate the structural elements introduced in LING 303. You are required to read excerpts from the literature in derivational phonology, representational phonology, constraint-based phonology, and laboratory phonology. You are also required to write a term paper aimed at helping us understand phonology better. These requirements support the development of research skills and introduce the basic structure and rhetorical style of formal linguistic writing.

OUTCOMES

Skills

- students should have developed advanced problem-solving skills. This is one of the key objectives of all phonology courses. Beginning with LING 303 and through LING 403, assignments/exams/presentations contain datasets drawn from English and other languages which require the application of core concepts to new data, with the aim of recognizing patterns and extrapolating an analysis.

- students should have developed good communication and presentation skills. They will be articulate and accurate in describing linguistic phenomena and in presenting arguments, orally and in writing: Students in LING 303 are not expected to make oral presentations, but an emphasis is placed on brevity of expression in written work: students need to be able to describe and/or analyze an example of a phenomenon and concisely explain what it shows. In LING 403, there is a continued emphasis on this succinctness in coursework. In preparation for their term papers students are taught how linguistics papers are generally written (clear outline, carefully telegraphed argumentation, no surprise endings, etc…). Students in LING 403 are also expected to make three-minute oral presentations on their research.

- students should be able to critically analyze and synthesize scientific literature: This is not emphasized in LING 303. Primary literature is introduced in excerpts in LING 403 and is the backbone of the term paper requirement. Synthesis occurs in writing research notes and the final research paper itself in LING 403.

- students should have some skills in empirical research (experimental, corpus, field, or other): Students are not required to conduct original research in any of these three areas for their papers in LING 403, though some choose to do so.

- students should have good skills in analyzing data: In LING 303, there is an emphasis on how phonological data should be analyzed – recognizing structures and processes behind sound patterns. This continues in LING 403, where there is a shift toward making theoretically-informed predictions of how new data would be judged.

- students should have good skills in theoretical argumentation: Contemporary theory is introduced in stages through a series of revisions as new data are encountered. The development of phonological theory continues throughout LING 403, with the introduction of various approaches and models.

Knowledge

- students should know what is meant by "scientific method" and know how it applies in linguistic research: This is emphasized heavily in all phonology courses; the development of argumentation in LING 403 proceeds through several cycles of observation, generation of a hypothesis, the testing of that hypothesis against new data, and revising the hypothesis as needed.

- students should be aware of theoretical issues/debates in subfields: This is a significant component of LING 403. Issues are identified, and a small handful of alternatives are considered.

- students should have a good grasp of basic concepts, terminology, principles, formalisms appropriate to the various subfields. They should have awareness of the breadth of the discipline, should have good core knowledge of subfields as well as a good understanding of interfaces, i.e. of how the components of grammar interact with each other: Core terminology, formalisms and processes are introduced in LING 303, with additional formal machinery introduced in LING 403. Interface issues both with phonetics, morphology, and syntax are introduced in both courses. Alternate models of interfaces are also considered in LING 403.

- students should have some historical awareness of the discipline: The history of phonology is implicitly built into the development of argumentation in LING 303 and is more directly addressed in LING 403.

- students will have developed an appreciation of linguistic diversity; they will be aware of/have been exposed to a wide range of linguistic phenomena in all domains (phonology, phonology, morphology, historical linguistics, syntax): Like LING 303, LING 403 covers English as the language of study, but phenomena are studied across many other languages, and phonological theory is extended to other languages throughout the course sequence. Data sets and primary readings in LING 403 deal with a wide range of languages.

Linguistics in the broader context

- students should have an awareness of the contribution of linguistics to advancement of human knowledge: As phonology deals directly with questions of universal grammar (prosodic hierarchy, inviolable constraints, etc.), key connections to overarching statements on universal human cognition are presented in LING 403.

- students should know how to articulate and explain linguistics as a field of inquiry based on unconscious knowledge: Phonological generalizations are treated as potential evidence of unconscious knowledge; phonological theory is presented from the ground up as a model of a phenomenon (the generation of sound patterns) which cannot be directly observed (e.g., there are no syllables in phonetics, and even relatively concrete elements like distinctive features are regularly obscured by the phonetics).

- students should have understanding of Indigenization and reconciliation efforts and should engage with Indigenous languages: Territorial acknowledgments at the beginning of courses highlight diverse local languages that become increasingly familiar to students as these languages are used repeatedly to illustrate relevant phonological phenomena in LING 403.

REQUIRED COURSE MATERIALS

- n/a; all lecture materials will be posted on D2L.

RECOMMENDED COURSE MATERIALS

- n/a

COURSE NOTES

- All lectures will be synchronous and conducted by Zoom: TR 9:30 – 10:45 AM
- There may be some group work in Zoom's breakout rooms; your interactions with other students must be patient and respectful.
- Attendance is essential to success in this course. If you must miss a class, please watch the recording in D2L as soon as possible, to keep up with the course.
- Because we will be recording classes (to be uploaded in D2L after each class), please keep your microphone muted unless you have a question, in which case please use the icon to put up your hand and/or unmute yourself, or else send a message in the chat.
    - Technology requirements:
        - A computer with a supported operating system, as well as the latest security, and malware updates
        - A current and updated web browser
        - Webcam/Camera (built-in or external)
        - Microphone and speaker (built-in or external), or headset with microphone
        - Current antivirus and/or firewall software enabled
        - Stable internet connection
- There is a term break (no classes) February 15–19
- All coursework will be assessed in D2L (Assessments Dropbox). Requests for an extension in advance of the deadline will be considered and if approved, will incur no penalties. Late submissions without advance notice will incur a 10% deduction per day late.
- If you are ill or cannot complete a course requirement due to a personal emergency during the scheduled time, please let me know as soon as possible.

ASSESSMENT

1) Homework assignment on Optimality Theory, aimed at understanding the basics of this framework which is widely adopted in the phonological literature (10%)
    My exercise will be available in D2L/Dropbox on Feb. 4
    Your solution will be due in D2L/Dropbox on Feb. 11

2) "Gimme five" — 3-minute unpolished presentation (incl. 1 or 2 slides) + 2-minute response
    a) Setup: "Everything is awesome!" (10%)
        i) "Here's my topic and here's the consensus about it in the literature that I've read so far"
        ii) Upload your 3-min recorded presentation in D2L/Dropbox before class on Jan. 26, 28, or Feb. 2
        iii) 2-min response to one of the questions or comments from the Zoom chat, which you'll be able to monitor while others are viewing your presentation in class
    b) Tension: "Trouble in paradise — something (or someone) seems wrong" (10%)
        i) "Here are two or three (empirical or theoretical) problems re: (2a) ...
            that I've read in the literature so far" or
            that I've noticed on my own"
        ii) Upload your 3-min recorded presentation in D2L/Dropbox before class on Feb. 23, 25, or Mar. 2
        iii) 2-min response to one of the questions or comments from the Zoom chat, which you'll be able to monitor while others are viewing your presentation in class

c) Climax: "Uh-oh!" (10%)
   i) "On closer inspection, one of the issues in (2b) is rather serious"
      "Here's why this issue shouldn't be ignored" and/or
      "Here's an unsatisfactory attempt (by X or by me) to deal with it"
   ii) Upload your 3-min recorded presentation in D2L/Dropbox before class on Mar. 16, 18, or 23
   iii) 2-min response to one of the questions or comments from the Zoom chat, which you'll be able to monitor while others are viewing your presentation in class
d) Resolution: "Phew!" (10%)
   i) "Here's a half-decent way to address (2c) ..." or
      "(2c) remains intractable, frankly, but research on it helps to clarify ..."
   ii) Upload your 3-min recorded presentation in D2L/Dropbox before class on Apr. 6, 8, or 13
   iii) 2-min response to one of the questions or comments from the Zoom chat, which you'll be able to monitor while others are viewing your presentation in class

3) Research notes (4 x 2.5%)
   a) "Show your work"
      Around the time of each presentation (2a–d), share a sample of your written notes in Dropbox ("Research Notes" folder), e.g. a couple of pages from your notepad (pictures are fine) or else screen captures from your notetaking app (see below).

      (I don't mean to micromanage your research, but I want to make sure that you practice good notetaking throughout the course. If you make written notes from the beginning of the term, and collect phonology-related notes from previous courses, too, you'll be able to consult these when choosing a topic for your research project, as opposed to choosing a topic blindly and hoping it turns out to be as interesting as it first promised. As your written notes grow in number and connections, they will supply you with more than enough material for your class presentations and final research paper, as opposed to starting from scratch.)

   b) Two types of research notes are especially valuable:
      Literature notes:
         Source/reference information
         Data, diagram, or inimitable quote
         Express ideas in your own words
               to remember them better
               to improve your understanding
               to avoid overquoting
               to avoid plagiarizing
      Essay notes:
         Full sentences in response to questions like:
               How does this literature note mean for my research?
               Does one research note contradict or correct another?
               Does one research note validate or complement another, and if so, should their ideas be combined?

      (Your essay notes should be written in such a way that they make sense on their own, with little or no context, and they should be hashtagged or indexed in such a way that you can easily find and use them when preparing your presentations and final research paper.)

   c) Keep your research notes in a notepad or else in a notetaking app, e.g.:
               Notion: https://www.notion.so/students
               Microsoft OneNote: https://www.onenote.com/
               Evernote (basic version is free): https://evernote.com/
               Apple Notes: https://www.icloud.com/notes
               Google Keep: http://keep.google.com/
               Bear: https://bear.app/
               Zettelkasten: http://zettelkasten.danielluedecke.de/en/download
               Roam Research (1-month trial then ~ $8/month): https://roamresearch.com/

4) Research paper (30%)
   a) Write up a draft of (2i–iv) in ~ 3,000 words, including data sets, diagrams, and references.
      Don't obsess over style — content is far more important — but roughly follow *The Generic Style Rules for Linguistics:* https://www.eva.mpg.de/lingua/pdf/GenericStyleRules.pdf
   b) "What's your point?"
      You may discover the main point (a.k.a. claim or thesis) of your paper only after (4a).
      State your main point in a new or revised introduction and revise (4a) accordingly.
   c) "So what?"
      Your conclusion should restate the main point (4b) and answer the question, "So what?"
   d) Ideally, run a draft or two by me during office hours, by a classmate, or — even better — by someone who is critical and fairly well-educated but doesn't know the background or details of your paper.
   e) The final draft of your research paper is due in Dropbox by April 26.

5) Class participation (10%)
   a) You may miss a class on occasion, without penalty, but regular attendance is essential to success in this course.
   b) Your participation grade will also reflect good questions and comments (e.g., Zoom chat) during lectures and student presentations.
   c) If I'm concerned about your level of participation in the course, I'll approach you about it midway through the term.

GRADING SCALE

Course grades will be assigned on a distribution that is NOT more restrictive than the one below:

A+ 97-100%	B+ 84-88%	C+ 69-73%	D+ 54-58%
A 93-96%	B 79-83%	C 64-68%	D 50-53%
A– 89-92%	B– 74-78%	C– 59-63%	F 0-49%

- As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.
- To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A, but 89.4% will be rounded down to 89% = A–).

Criteria for Letter Grades

- A+ grade: Exceptional Performance. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.
- A, A- range: Excellent Performance. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.
- B range: Good Performance. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.
- C range: Satisfactory Performance. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.
- D range: Marginally meets standards. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form

and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

- F grade: Course standards not met. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

INTEGRITY AND CONDUCT
All members of the University community have a responsibility to familiarize themselves with the Statement on Principles of Conduct, and to comply with the University of Calgary Code of Conduct and Non-Academic Misconduct policy and procedures (available at: http://www.ucalgary.ca/pubs/calendar/current/k.html).
Academic misconduct
1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:
a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
b) parts of the work are taken from another source without reference to the original author;
c) the whole work (e.g., an essay) is copied from another source, and/or
d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.
While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."
Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.
2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.
3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.
4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

INTELLECTUAL PROPERTY AND COPYRIGHT LEGISLATION
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may not e reproduced, redistributed or copied without the explicit consent of the instructor. All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)
and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT
Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it. Please see https://www.ucalgary.ca/legalservices/foip for complete information on the disclosure of personal records.

ACADEMIC ACCOMMODATIONS
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf.)

Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES
Have a question, but not sure where to start?
The Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance they may require.

In addition to housing the Associate Dean (Undergraduate Programs and Student Affairs) and the Associate Dean (Teaching, Learning & Student Engagement), the Arts Students' Centre is the specific home to:
· Program advising
· Co-op Education Program
· Arts and Science Honours Academy
· Student Help Desk

Location: Social Sciences Room 102
Phone: 403-220-3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them at the MacKimmie Block.

Contacts for the Students' Union Representative for the Faculty of Arts: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES
Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

SUPPORT AND RESOURCES
Links to information that is not course-specific related to student wellness and safety resources can be found on the Office of the Registrar's website: https://www.ucalgary.ca/registrar/registration/course-outlines.