

## SOUND PATTERNS: SOUND TO WORD

Meeting time/place: MWF 11:00 – 12:00, PAR 301

Instructor:	Dr. Crowhurst	TA:	Ms. Lauren Terzenbach
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Office hrs:	MW 12:30 – 1:30; Tu 11 – 12.	Office hrs:	TBA

**PREREQUISITE:** Upper division standing; Lin 344K or equivalent. No exceptions.

### COURSE DESCRIPTION

Lin 372K is an undergraduate level introduction to phonological patterns found in the world's languages. Phonology is the study of the ways in which languages organize their sound systems. Just as there are basic principles that determine a language's syntactic structure, there are principles governing sound behaviour. That is, each language has its own sound "grammar". We take a broadly typological view in our approach, which is to say that we are interested in how the sound patterns of individual languages are similar, and how they vary across languages. For this reason, this class will look at data from a broad sample of languages, and not just from English.

#### **Some of the topics we will cover.**

In this class we will begin with a brief review of the parameters we use for classifying the speech sounds that are used in human languages. *Note: we will not spend time covering sounds of the world's languages in detail. This material was covered in Lin 344K, and it is the basis for the material covered in this class. The first chapter in Course pack 1 is a review.*

After this, we'll move on to a survey of common relationships among sounds, and how they interact. For example:

- **Natural classes**: how speech sounds fall into natural groups, based on common properties and like behaviour; how we formally characterize natural sound classes.
- Patterns of **sound distribution** in languages, and what distributional patterns mean for the cognitive representation of sounds.
- **Assimilation**: sound patterns in which one sound becomes *more like* another sound in its environment, in some respect.
- **Dissimilation**: one sound becomes *less like* another similar sound in its environment.
- How sounds group together to form larger units, like **syllables**.
- **Prosody**: Stress (or word accent), intonation, tone (time permitting).
- The **formal analysis** of sound patterns – Optimality Theory.

Course content will be structured into 3 units of 4-6 weeks each. Here's a rough plan:

<b>Unit 1: Basic elements of a sound grammar</b>	<ul style="list-style-type: none"><li>• Short review of parameters for classifying speech sounds</li><li>• Natural classes</li><li>• Distribution</li><li>• Phonological features</li></ul>
<b>Unit 2: Sound patterns and their analysis</b>	<ul style="list-style-type: none"><li>• Common relationships among speech sounds, and phonological processes</li><li>• Phonological constraints</li><li>• Optimality Theory</li></ul>
<b>Unit 3: Prosody</b>	<ul style="list-style-type: none"><li>• Syllables &amp; syllable structure</li><li>• Stress and metrical structure</li></ul>

**Learning goals of this course.**

We want you to leave this class being able to (i) learn a set of analytical skills used by phonologists (and other linguists); (ii) learn material required for you to be able to employ those skills effectively, and (iii) successfully apply the methods and skills learned to new cases. We will evaluate your ability to successfully apply the methods and skills learned in the class by asking you to demonstrate that you can:

- identify a phonological pattern, given data you may not have seen before;
- describe the pattern you've identified in clear, theory-neutral terms;
- provide an analysis (i.e. a reasonable, believable explanation) that accounts for the data
- justify your analysis, citing available evidence, and using standard reasoning skills;
- be able to do all of this clearly and efficiently in writing (for some assignments).

While we are teaching these skills in a field-specific context, the skills you will learn in this class generalize to other areas. Being able to put together a coherent, solid argument will serve you well in any of the social sciences, in a legal career (and presumably, elsewhere in life).

**TEXTS**

- Optional but highly recommended: *Handbook of the International Phonetic Association*. If (a) is unavailable, a good substitute is Ladusaw & Pullum 1986. *Phonetic Symbol Guide*. 2<sup>nd</sup> edition. Chicago & London: The Univ. of Chicago Press.
- **Required:** Course packs will be available online and at Jenn's (2200 Guadalupe, lower level) throughout the semester, as announced. Course pack 1 is available now.
- Supplementary materials, as assigned, via Blackboard.

## REQUIREMENTS AND EVALUATION.

In general, you will have something due for credit every week, either a homework assignment, quiz (sometimes both), or exam.

Homework	8 homework assignments (5% each)	40%
Exams	4 exams, worth 15% each. Tests are not cumulative.	60%
TOTAL		100%

- My grading scale: A+ = 97-100; A = 93-96.9; A- = 90-92.9;  
B+ = 87-89.9; B = 83-86.9; B- = 80-82.9;  
C+ = 77-79.9; C = 73-76.9; C- = 70-72.9;  
D = 60 – 69.9  
F = Below 60

## COMMENTS ABOUT THE REQUIREMENTS

There's a lot of technical information you have to learn by rote in this class, and a lot of process-based skills to learn.

- To master the reasoning and process-based skills being taught, you need to practice. This is what homework assignments are for. (I will also provide you with many practice exercises, with solutions. Your performance in this course will benefit from doing these exercises, but the responsibility for this is yours.)
- Some people don't test well in quiz/exam settings, but they shine on take-home work. The assignments will allow these people to do well.

There are many quizzes and exams for two reasons:

- The quizzes are to make sure you do the necessary memory work by studying often, and in specific chunks, and to familiarize you with the formats I tend to use on exams.
- Research in learning shows that the more opportunities students have to show what they know, the more likely it is that the final grade will be fair and representative.

## POLICIES & RECOMMENDATIONS – READ THIS CAREFULLY

1. **Channels of communication & accessibility of course information.** I communicate primarily by email and through BlackBoard, which are official channels of communication for UT business. You are responsible for information delivered in these ways. Make sure UT uses the same email address you use, and check often.
2. **Computers.** Please be considerate in the use of your notebook computer in class.
3. **Rescheduling exams and quizzes.** Only by **prior** arrangement, and for a good reason, with documentation.

4. **Attendance.** No attendance grade per se. Note that this is a technical class, and students who do not attend tend not to do well.
5. **Assignments.**
  - Assignments are due at the time announced (either electronically, or in class). An assignment is late if I haven't received it by the time it is due, and no prior arrangement has been made with me.
  - I will grade late assignments (with a late penalty), but no credit will be given once the solution has been made available. Homework instructions are available 5-7 days ahead of time, so plan.
  - Assignments must be typed and saved as PDF files, or scanned to image files, and submitted electronically via Blackboard.
6. **Course components not completed.** A course requirement not completed earns zero. Any decent effort on an assignment will earn you 5/10. In the end, your grades are averaged, so a zero will hurt much more than an F. I want you to do well, so even if you're not happy with your work, you should turn something in.
7. **Policy on Scholastic Dishonesty.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:  
<http://deanofstudents.utexas.edu/sjs>.
  - **For this class:** You are free to discuss class material, including assignments with other students. However, the work you turn in must be your own work. If I have reason to think that a student has violated this policy, I will first attempt to resolve the matter with the student. If this doesn't work out, then I will refer the case to the office of Student Judicial Services.
8. **Special needs.** students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259. Please let me know as soon as possible if you are in this situation so that I can work with you from the beginning. Detailed information is also available online at <http://www.utexas.edu/depts/dos/ssd/index.html>.
9. **Writing Center:** I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.utexas.edu/home>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.
10. **Please be considerate!** Try not to arrive late for class, not to leave early, and not to pop in and out of the room, unless absolutely necessary. Also, we all love our **cell phones** ... but please make sure yours is turned off before you come into class.