Rather than me going through the roster, then giving you time to introduce yourselves to each other, then going over the syllabus, I think it will be more efficient and less boring to do it all at once.

Your job: Tear off this front page, then work with two of your neighbors to fill it in (both sides—no need to turn it in). Meanwhile, I’ll circulate and interrupt your group to meet you individually.

1. What are your two neighbors’ names?

2. Find one thing you have in common with each of them (you’re both from Oakland, you both have a younger brother in high school, your favorite sports team is the Raiders, your favorite language is Indonesian, the last thing you cooked was pasta…get as creative as you need to!)

3. Before you look at the syllabus, what pressing question(s) do you have about the class?

4. When are homeworks due?

5. How do you take quizzes?

6. What do you have to do to get a B on the “skills” portion of the course?

7. What happens if you miss a quiz or don’t turn in a homework?
8. Where can you find tips on avoiding plagiarism in your term paper?

9. What is an activity in the future where you might use material from this course?

10. What is something you can do to boost your success in this course?

11. What do you need to remember from Ling 20, 102/103, and 119A/120A, and how can you review if you’re rusty?

12. Tear off the student info sheet at the end of the syllabus. Help each other write your names in IPA on the it, then fill out the rest of that sheet on your own and hand it in to Kie (keep this sheet for yourself)

Were you able to answer your question(s) from #3?
This course aims to get you to the point where you can understand current articles and talks in phonology, conduct your own research in phonology, use current phonological frameworks for your research and studies in other areas of language, and apply your knowledge of phonology to practical problems. We will focus on connecting phonological theory to four areas: cognitive science, articulatory phonetics, speech planning, and syntactic structure.

What to remember from previous courses

- 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 2 of textbook
- Given surface data...
  - identify and analyze phonotactic patterns
  - identify and analyze alternations
  - decide underlying forms and morpheme boundaries (review ch. 7)
- Use features to capture classes of sounds that pattern together (review ch. 5 & 6)
- Identify probable syllable structure
- Determine what your analysis predicts, and what data could test those predictions
- Compare different analyses of the same data
- Explain your analysis, with well-chosen example derivations
- Project skills
  - Find and (with help) understand a published source describing phonology of a language you’re interested in
  - Recruit a speaker
  - Make and transcribe a decent-quality recording
  - Use Praat to verify transcriptions acoustically [I’ll post a video tutorial if anyone hasn’t used Praat]
  - Write a paper describing your original phonological research

What is knowing phonology useful for?

- 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 higher-level 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, monitoring your progress
Course requirements/grades

There are 38 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 assignment. You’ll get multiple opportunities to demonstrate mastery of each skill, with no penalty for wrong answers.

We’ll talk more about this, and 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 BruinLearn.

Why do this? A growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. I want us to do better!

We published an article about it! See Zuraw, Aly, Lin & Royer 2019, here: https://linguistics.ucla.edu/people/zuraw/#Papers

How does this translate into a number?
- Middle of B range (85%): demonstrate proficiency on all 38 skills
- Middle of A range (95%): proficiency on all 38 skills, plus advanced proficiency on 10
- Formula: \[ \text{final_skills_percentage} = 47 + \# \text{ of skills mastered} + \# \text{ of skills advanced} \]

Opportunities you’ll get to demonstrate skills
- 8 quizzes (we may add more if needed)
  - On BruinLearn, to be completed on your own time, within a 48-hour window. Open book, open notes.
- 6 homework assignments
  - Include advanced sections, for demonstrating advanced proficiency
- Midterm exam (online like quizzes): will provide opportunities for all skills seen so far, except those that everyone is already proficient in
- Final exam (during exam slot): will provide opportunities for all skills, except those that everyone is already proficient in

Skills mastery

Project includes milestones you turn in (by uploading to CCLE) throughout the quarter and get individual feedback on.
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 should help you master the material. I’m going with the “assessment” model, so there are no explicit grades for attendance. If you miss class though, it does hurt your learning and thus your grade.

**Homework assignments** will be posted on BruinLearn at least a week in advance, and you’ll upload your answers as a PDF by Friday evening.

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

**Quizzes** will be posted on BruinLearn. They’ll require you to open a Google Doc, save your own copy, fill it in, make a PDF, and upload the PDF.

You can practice all this with a practice quiz.

You’ll have a 30-minute window to complete the real quizzes, any time from 10 AM Monday to 10 AM Wednesday (Pacific Time).

If you have a time accommodation, please have CAE notify me ASAP so I can set it up.

In the quizzes, you can consult your book and notes, but not each other or any other person.

Same format for **midterm** and **final exam**, except different schedule (see course schedule grid below).

**Late passes**: It’s not feasible for your TA to just accept homework whenever, but at the same time we need to build in flexibility. Everyone gets **two** late passes that allow you to turn in a homework assignment, or do a quiz, **up to a week late**. I suggest waiting to spend them until some week when your circumstances are more difficult than your baseline. When you want to spend a late pass, just e-mail Kie and Noah to let us know. BruinLearn will let you submit late work, but it will count only if you’ve told us you want to spend a late pass on that piece of work.

What happens if you miss 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.

See project instructions for tips on how to avoid plagiarism.
Secrets of success

**Attend class and section**

Phonology is one of those areas where understanding the concepts isn’t enough—you really have to do it. I will record lectures, since I know things can happen and keep you from attending, attending live and participating in the activities will be less boring.

**Manage your attention**

All the research seems to show that (i) humans think we’re good at multi-tasking, and (ii) humans are really bad at multi-tasking. Try to give class your full attention (that means put away devices, turn off notifications)—you’ll learn more and it’s also exercise for your attention muscles.

If you are watching recordings, I suggest preparing a distraction-absorber. For me, in meetings and lectures, it’s knitting. The idea is to find something that requires no brainpower or decision-making (and doesn’t need your eyes too much), but will stop you from picking up your phone. Shelling peas?

I recommend taking notes on the paper handout itself rather than on a laptop. It will work better practically, and reduce distraction to you and your neighbors.

**Block out time for course work**

Take some time to block out your ideal week for this quarter. For each hour, do you plan to be sleeping? Commuting? In class? Working? Relaxing? Doing class work?

This tells you if your quarter is feasible: if you weren’t able to block out a few hours a week for “work on LING 165A”, then you’ve got a problem.

It also lets you be present with whatever you’re doing, since you know that’s your time to do that thing, and other activities have time set aside for them.

**Talk to Kie, Noah, and each other**

…if you don’t understand something, you have an idea, you disagree with or are intrigued by something you’ve read …

Start with the Discussion forum on BruinLearn. Who knows, maybe a fellow student will answer your question before Noah or Kie gets there.

Don’t be shy about using our student hours. They are time we have set aside for you!

**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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>textbook</th>
<th>Work due Fridays</th>
</tr>
</thead>
</table>
| 1    | Mar. 28 | Constraints  
- Why constraints  
- Problems with combining rules and constraints  
- Constraint-only theory: Optimality Theory (OT)  
(ch. 3)                                                                                   | (nothing due)     |                  |
|      | Mar. 30 |                                                                                                                                                                                                       |                   |                  |
| 2    | Apr. 4  | Optimality Theory basics  
- Syllable structure constraints  
- Factorial typology  
(ch. 4, 5)                                                                                   | HW: OT warmup     | Project: topic declaration |
|      | Apr. 6  | quiz #1                                                                                                                                                                                               |                   |                  |
|      | Apr. 11 | quiz #2 Segmental phonology  
- Contrast, phonemes & allophones in OT  
(no reading)                                                                             | HW: OT syllables  |                  |
|      | Apr. 13 |                                                                                                                                                                                                       |                   |                  |
| 3    | Apr. 18 | Tones and autosegmental phonology  
(ch. 9, 10)                                                                                   | HW: OT segments   | Project: source report |
|      | Apr. 20 | quiz #3                                                                                                                                                                                               |                   |                  |
| 4    | Apr. 25 | Tones and autosegmental phonology, cont’d  
(no reading)                                                                             | HW: tone          | Project: elicitation plan |
|      | Apr. 27 | quiz #4                                                                                                                                                                                               |                   |                  |
| 5    | May 2   | Midterm Exam (no class)  
Take it some time between 2:00 PM May 2 and 2:00 PM May 4. You’ll have 3 hours (should only take 2)  
(nothing due)                                                                     |                   |                  |
| 6    | May 9   | quiz #5 Lexical phonology, cont’d  
- cyclicity  
- finer-grained levels  
(ch. 8)                                                                                   | Project: elicitation report |
|      | May 11  | quiz #6 Dealing with opacity  
(ch. 13)                                                                                   |                   |                  |
| 7    | May 16  |                                                                                                                                                                                                       |                   |                  |
| 8    | May 18  | Phonology above the word  
HW: lexical phonology  
(ch. 12)                                                                                   | Project: draft abstract |
|      | May 23  | quiz #7 Phonology above the word, cont’d  
- domains bigger than the word  
- phonology-syntax interface  
(ch. 12)                                                                                   |                   |                  |
|      | May 25  | quiz #8 Holiday—no class  
Wrapping up, review, and prospect  
(no reading)                                                                             | HW: phonology above word |
| 9    | May 30  | Quiz #8                                                                                                                                                                                               |                   | Project: Turn in paper and recording by midnight Friday |
|      | Jun. 1  |                                                                                                                                                                                                       |                   |                  |
| 10   | Jun. 4  |                                                                                                                                                                                                       |                   |                  |
Student information sheet: please fill out and turn in

1. Name (i.e., how you want us to address you, even if different from what is shown in roster):

   _______________________________________

2. Name in IPA (don’t forget to mark stress, tone, or pitch accent, depending on the language!):

   _______________________________________

   If your name is Korean, adding the hangeul will also help me. If your name is Chinese, writing the characters too might help me, as would pinyin with tone marks, if you know how.

3. What pronoun(s) should we use to refer to you (e.g., she, they, he):

   _______________________________________

4. What is/are your native language(s):

   _______________________________________

   Dialect information is helpful (California English, Buenos Aires Spanish, Taipei Mandarin, etc.)

5. Other languages you speak or have studied?

6. What are your main areas of interest within linguistics?

7. Since a lot of you are juniors or seniors, any ideas about your career plans after graduation?