

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

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Website: canvas.rutgers.edu

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

Assessment:

Skills assessment	80%
Fieldwork assignment	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.
- 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 often provide opportunities to demonstrate basic (not advanced) mastery of skill.
- Quizzes:
 - There will be ten quizzes sprinkled throughout the semester. They will become available after class and due at 9:30 a.m. just before following class. For example, if a quiz is due on Thursday, it will come online Monday right after class. These provide opportunities to demonstrate basic and some advanced mastery of skills.

- Homework:
 - There will be four homework assignments during the course. You will not have homework due at the same time as exams. These provide fantastic opportunities to demonstrate basic and advanced mastery of skills.

- Fieldwork assignment:
 - We will collect data from a native speaker of some language none of you know during Weeks 13 and 14 (that's the plan for now, anyway). You will need to transcribe the data, organize it, and respond to a set of prompts with your analysis. This is basically just like the homework assignments, but involves primary data collection.

- Midterm exam
 - The midterm exam will cover the materials discussed during the first half of class. This will be filled with opportunities to demonstrate basic and advanced mastery of skills.

- Final exam
 - The final exam will cover all the materials discussed during class. Like the midterm, this will be filled with opportunities to demonstrate basic and advanced mastery of skills.

- **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:

- Here is how the skills assessment will work in this class.
 - Everyone begins with a base grade of a 40.
 - Every skill you show basic mastery of raises your grade by 1 point.
 - Basic mastery of all 42 skills will result in an 82.
 - Every skill that you show advanced mastery of raises your grade by 1 point.
 - Basic mastery of all 42 skills + advanced mastery of the 23 available advanced mastery skills will result in a 105.
- Remember, skills assessments counts for 80% of your grade, and your fieldwork assignment write-up counts for 20%.
- 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. 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 **THREE** assignments late without penalty. In general. **The late assignment will need to be submitted before the next class meeting if it is to be graded without penalty.**
 - **Quizzes and homework assignments will not be graded if they are turned in later than the class after they were due, or if you have already submitted three assignments late.**
 - **On the fieldwork assignment, if you have already used up your late submissions, your fieldwork assignment grade will be penalized 10 points for each 24-hr period that the assignment is late. For instance, if an assignment is due at 5:00 pm and you turn it in at 8:30 pm, 10 points will be deducted. If you turn it in 25 hours after it was due, the assignment will have 20 points deducted.**
- **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>

LING 315 SKILLS LIST

Category	Number	Skill	Description of Basic Mastery	Number	Description of Advanced Mastery
Phonetics	1.1	IPA-to-Prose	Earn a 90% on a quiz requiring you to translate IPA symbols into prose.	1.1A	Earn a 100% on a quiz requiring you to translate IPA symbols into prose.
	1.2	Prose-to-IPA	Earn a 90% on a quiz requiring you to translate a prose description of a sound into an IPA symbol.	1.2A	Earn a 100% on a quiz requiring you to translate a prose description of a sound into an IPA symbol.
Morphology	2.1	Morpheme Boundaries	Locate morpheme boundaries in set of data (be aware of possible alternatives if your first idea doesn't work out)		
	2.2	Identify Allomorphs	Identify the allomorphs of a morpheme (affix or root), and describe general phonological alternations.	2.2A	Identify all affix allomorphs collected for your <u>fieldwork assignment</u> .
	2.3	Underlying Forms	Determine a morpheme's underlying form (be aware of alternative in case your first idea doesn't work out).	2.3A	Determine underlying forms when they aren't identical to any of a morpheme's allomorphs (called abstract underlying forms, and may include sound not found in any surface allomorph).
Solving phonology problems: Analyzing basic (phonotactic) patterns	3.1	Minimal pairs	Find at least one minimal pair in a data set		
	3.2	Extract Environments	Using a t-chart, describe a given sound or sounds' environments from a list of data (e.g. for /a/, t __#, s __s, # __ b).	3.2A	Using prose, describe a given sound or sounds' environments from a <u>homework assignment</u> .
	3.3	Summarize Environments	Summarize the environments in which a sound occurs in prose		
	3.4	Classify Distribution	By examining two or more sounds' environments, determine that they are (i) allophones of the same phoneme (complementary distribution), or (ii) different phonemes (similar distribution, maybe minimal pairs.	3.4A	By examining two or more sound's environments, determine that they are (in addition to options i-ii to the left), different phonemes but whose contrast is neutralized in some set of contexts.
	3.5	Phoneme-to-Allophone diagram	Diagram some phonemes' distributions (allophones and environments)	3.5A	Diagram the distribution of two or more sounds whose contrast is neutralized in some set of contexts (see 4.4A).

Features	4.1	Features-to-Subset	Given an inventory, identify the set of sounds picked out by one or more features.		
	4.2	Subset-to-Features	Given an inventory and some subset of that inventory, provide the (smallest) set of features needed to pick out that subset.	4.2A	Given an inventory, pick out the <u>smallest</u> set of features to uniquely identify every sound in that inventory and <u>justify with prose</u> .
	4.3	Features-to-Change	Given a set of sounds and a set of feature changes, identify what each sound changes to		
	4.4	Change-to-Features	Given a set of sound pairs, give the (smallest) set of feature changes needed to take the first member of the pair to the second.		
	4.5	Feature Generalizations	Use features to combine individual sound changes into a single, general change.	4.5A	When multiple feature-based generalizations are possible, determine the <u>smallest</u> set of features to account for the pattern and <u>justify with prose</u> .
Single Rules	5.1	Rule-to-Prose	Translate a rule into prose		
	5.2	Prose-to-Rule	Translate prose into rule notation		
	5.3	New Forms	Invent some form that will undergo a given rule or not, and what it would change to.	5.3A	Invent two forms, one which will undergo a given rule, and a second, which will not. For the sound that undergoes the rule, note what it would change to.
	5.4	Changes	Given a set of 'before' and a set of 'after' forms, write a rule that changes the 'before' forms into the 'after' forms.	5.4A	Given a set of 'after' forms and a rule, write what the 'before' forms are.
Apply single-rule skills to rules that include...	6.1	Parentheses	Parentheses, including expanding a rule with parenthesis into its component subrules		
	6.2	Subscript and superscripts	C ₀ and other sub/superscripts		
	6.3	Stress features	The features [stress] and [main]	6.3A	Write a rule or set of rules that correctly generates rhythmic (alternating) stress.
	6.4	Tone	Tonal rules		
	6.5	Iterative	Iterative rules		
	6.6	Morphological boundaries	Morphological boundaries		

Rule Interaction	7.1	Order	Determine what order two rules need to be in, and what changes if an order is reversed.	7.1A	Determine what order <u>three or more rules</u> need to be in, as well as what changes if any pairwise ordering (three rules contain three pairwise orders) is reversed.
	7.2	Feeding and Bleeding	Say whether the order of two rules is feeding, bleeding, or if the order does not matter.	7.2A	Say whether the order of two rules is counterfeeding, counterbleeding, and <u>justify with prose</u> .
	7.3	Fill in Derivation	Fill in a blank derivation that requires two rules	7.3A	Fill in a blank derivation that requires at least three rules.
Explain an analysis	8.1	Give Derivation	Provide a full derivation for a problem requiring two rules <u>on an exam or homework assignment</u> .	8.1A	Provide a full derivation a problem requiring <u>at least three rules on an exam or homework assignment</u> .
	8.2	Explain Rule	Explain why a certain rule is necessary	8.2A	Explain in prose each step in a derivation requiring at least two rules.
	8.3	Explain Ordering	Explain why a certain rule ordering is necessary.	8.3A	Explain why a certain rule ordering is necessary and provide an alternative ordering, showing what differences the two orderings result in.
	8.4	New Data	If multiple different analyses work, invent some new data and explain how it would help decide between those analyses	8.4A	Invent two new pieces of data to compare two possible analyses of some part of the <u>fieldwork assignment</u> .
Syllables and stress	9.1	Identify Syllable Rule	Identify cases where syllable structure would improve a rule		
	9.2	Allowed Syllables	Determine what onsets and codas a particular language allows.		
	9.3	Draw Syllable	Draw syllable structure diagram for a word, including stress features		
	9.4	Describe Stress	If a language has predictable stress, state in prose where stress falls.	9.4A	If a language has predictable but <u>weight-sensitive stress</u> , state in prose where stress falls.
	9.5	Stress Rule	Formulate a stress rule to account for stress placement in a given language.	9.5A	Formulate a rule or set of rules to account for stress placement for a <u>weight-sensitive pattern</u> .
Optimality Theory	10.1	Identify Constraint Type	Identify if a certain constraint is a markedness or faithfulness constraint	10.1A	Create a new constraint to analyze some set of data and determine what kind of constraint it is.
	10.2	Fill in Violations	Given two constraints and set of output candidates, assign violations for each constraint		

	10.3	Rank Constraints	Given a set of candidates, constraints, and violations, determine the appropriate ranking of constraints		10.3A	Given a set of candidates, constraints, and violations, <u>systematically explain in prose</u> why each losing candidate loses and why the winning candidate wins.
	10.4	Additional Candidate	For a given tableau, add at least one more candidate and assign constraint violations.			
	10.5	Give Tableau	Given a set of data and a set of constraints, create a full tableau.			

Course schedule

Week	Day	Topic	Readings (to be completed before class)	Optional readings	Quizzes	Homework assignments
1	Thurs 1/21	Introductory stuff			Quiz 1, 2a,b assigned	
2	Mon 1/25	Phonetics	Hayes ch. 1		Quiz 1 due	
	Thurs 1/28	Phonetics and features				HW 1 assigned
3	Mon 2/1	Morphemic analysis		Hayes ch. 6		
	Thurs 2/4	Phonemes and allophones	Hayes ch. 2 (skip Section 2.8)			HW 1 due
4	Mon 2/8	Phonemes and allophones	Sapir article		Quiz 3 assigned	
	Thurs 2/11	Representations, features, and rules	Hayes ch. 4		Quiz 3 due	HW 2 assigned
5	Mon 2/15	Representations, features, and rules			Quiz 2a,b due	
	Thurs 2/18	Representations, features, and rules				HW 2 due
6	Mon 2/22	Rule interactions		Hayes chs. 7, 8	Quiz 4 assigned	
	Thurs 2/25	Rule interactions			Quiz 4 due	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			Quiz 5 assigned	
	Thurs 3/11	Midterm exam			Quiz 5 due	
Spring Break!						
10	Mon 3/22	Syllables and stress			Quiz 6 assigned	
	Thurs 3/25	Optimality Theory			Quiz 6 due	
11	Mon 3/29	Syllables and Optimality Theory	Archangeli article	Peng ch. 11	Quiz 7 assigned	
	Thurs 4/1	Stress and Optimality Theory			Quiz 7 due	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			Quiz 8 assigned	
	Thurs 4/15	Virtual fieldwork			Quiz 8 due	Fieldwork assignment
14	Mon 4/19	Virtual fieldwork				
	Thurs 4/22	Mental health day				Fieldwork assignment due
15	Mon 4/26	TBD			Quiz 9 assigned	
	Thurs 4/29	Final exam review			Quiz 9 due	
16	Mon 5/3	Final exam review			Quiz 10? TBD	
	Mon 5/10	Final exam (8-11 AM)				

Probable opportunities to demonstrate mastery of skills

Skills	Quizzes	HWs	Exams
Phonetics (1.1-1.2)	2a,b		
Morphology (2.1-2.3)	3-5, 9	1-4	Midterm, Final
Analyzing basic patterns (3.1-3.5)	3, 9	2	Midterm, Final
Features (4.1-4.5)	3-6, 9	1-4	Midterm, Final
Single rules (5.1-5.4)	4-6, 9	2, 3	Midterm, Final
Applying single rules (6.1-6.6)	4-6, 9	2, 3	Midterm, Final
Rule interaction (7.1-7.3)	4-6, 9	3	Midterm, Final
Explain an analysis (8.1-8.4)	4-6, 9	3	Midterm, Final
Syllables and stress (9.1-9.5)	6-9	4	Final
Optimality Theory (10.1-10.5)	7-9	4	Final