

instructor: Professor Nathan Sanders
email: nathan.sanders@utoronto.ca

office: Zoom (online)
hours: Th 3–5pm and by appointment

Course Description

This course concerns phonology, the study of systematic patterns in the distribution and behaviour of the physical components of language, with a focus on sounds in spoken languages. Using hands-on data analysis, we will develop, question, and improve upon formal representations of phonological units, their internal structure, and the rules governing how they are patterned in and across the world's languages. Topics to be covered include features and feature geometry; rules, ordering, and derivations; naturalness; the role of morphology in phonology; autosegmental phonology; the phonology of signed languages; and the history of phonological theory, its motivations, and its methods.

As part of the Writing Integrated Teaching (WIT) Program, this course is designed to help develop your writing skills, with a focus on accurate and coherent argumentation. This course satisfies the Humanities distribution requirement and the Thought, Belief, and Behaviour breadth requirement. Prerequisites: LIN101H1 and LIN228H1. Students will be assumed to have working knowledge of the International Phonetic Alphabet and of the layout of the human vocal tract, as well as a basic understanding of the concepts of phonemes, natural classes, and morphemes.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- analyze phonological data to determine:
 - segmental, prosodic, and/or tonal allophones and their distribution
 - allomorphs, their distributions, and their underlying representations
 - phonological rules needed to connect underlying to surface representations
 - any necessary orderings of those rules
- apply ordered phonological rules to underlying representations to derive appropriate intermediate and surface representations in a phonological derivation
- evaluate different analyses of the same phonological data based on their comparative accuracy, simplicity, and phonetic naturalness
- explain the mechanics and merits of a phonological analysis in academic prose, using appropriate terminology, notation, and logical argumentation
- provide feature representations (linear and hierarchical) for segments, natural classes, and rules based on phonetic descriptions, and vice versa
- identify the similarities and differences in the phonology of spoken and signed languages
- recall and justify major changes in the history of mainstream phonological theory up to the 1980s

Course Materials

There is no assigned textbook for this course. Weekly lecture notes will be distributed on Quercus, along with other course materials, at <https://q.utoronto.ca>.

Assessment

Your overall course grade is calculated as follows:

- 10% course engagement
- 10% homework (7 completion-based assignments, ~1.4% each)
- 30% quizzes (best 3 out of 4, for 10% each)
- 50% term project (2 parts at 15% each, final part at 20%)

Assessment of course work adheres to the following policies set forth by the Faculty of Arts & Sciences and by the Department of Linguistics:

<https://governingcouncil.utoronto.ca/sites/default/files/import-files/grading8958.pdf>
<https://www.linguistics.utoronto.ca/undergraduate-programs/grading-policy>

Course Engagement

Serious engagement with every aspect of the course is important. Showing up to class and doing the assigned work is considered normal behaviour and does not count extra for your engagement. Beyond doing this bare minimum that any student should do to successfully complete this course, a fully engaged student will also provide proactive and insightful contributions throughout the course, demonstrating a superior understanding of the course material. This can manifest in different ways for different students, but usually through active participation in tutorials and/or on discussion boards.

Homework

Homework is assigned on Wednesdays and due the following Wednesday before lecture. All homework is online and **must be completed on Quercus by 4pm on Wednesday**. Because homework solutions will be available and discussed shortly after the homework is due, and because we are on a tight timeline with material that continuously builds upon previous material, **late homework cannot be accepted under any circumstances**. Note that homework is graded mostly for completion, not correctness, but you are still expected to make a serious attempt at a full solution in your submission to receive credit. Homework may require more time than you think, and life may take unexpected turns, so start early! **Do not wait until the last moments before the deadline to attempt to submit your homework!** Requests for extensions or make-up work will be denied, except in extraordinary cases (hospitalization, etc.). You are encouraged to consult and collaborate with other students to discuss the homework, but **you must each submit your own solutions online, in your own words, listing the names of all the students you worked with.**

Your homework must be submitted on Quercus as a PDF only, typed in a standard font (Times New Roman, Computer Modern, Cambria, etc.), at a reasonable size (11–12pt) and with reasonable margins (around 2.5cm (1-inch)). The top of the first page must include your full preferred name, your student ID#, the assignment number, and a list of the names of any students you collaborated with, something like the following (the actual format is not important, as long as the information is there):

Halima Sabir, 1234567890
collaborators: Justin Parker, Li Wei, and Asha Ojukwu

Homework #1

If your homework is not legible, not properly formatted, or otherwise unacceptable according to these guidelines, it may be rejected and counted as 0% towards your homework average!

Quizzes

Four quizzes will be given online on Quercus. You will have a 12-hour window in which to start writing each quiz, between 11am and 11pm on Tuesdays. Once you begin the quiz, you will have 30 minutes to complete it. All material covered in previous lectures, tutorials, and assignments, including the most recent ones, are valid subjects for quizzes, though the focus will usually be on the most recent material since the previous quiz. **Make-up quizzes will only be given in certain emergency circumstances; appropriate medical documentation is required.** Your lowest quiz mark is ignored when computing your overall course grade. **You cannot collaborate with anyone on the quizzes.** You may use your notes and anything directly linked on Quercus (but no other sources), but do not rely on them; you will not have time to look everything up, so you should have much of the course material committed to memory.

Term Project

The term project consists of three parts, two intermediate parts each worth 10% of your final course grade, which are **due on Quercus by 4pm on their respective due dates (2 March and 23 March)**; note that no homework is due those days. Part #3 (worth 20% of your final course grade) is the final write-up of your term project and is **due on Quercus by 4pm on 13 April**, during the final assessment period. Late parts of the term project will be accepted at a penalty of 15% per day or part of a day. For example, if you submit Part #1 after 4pm on Wednesday and before 4:01pm on Thursday, your maximum score on it would be 85%.

The term project should follow the same formatting guidelines as for the homework. In addition, the term project parts are automatically submitted to Ouriginal for a review of textual similarity and detection of possible plagiarism. These will be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal service are described at <https://uoft.me/pdt-faq>.

More details about the parts of the term project will be released at least two weeks before each is due. The term project will require you to independently synthesize information from the course in novel and creative ways.

Lectures

Lectures are scheduled for Wednesdays at 4–6pm. Online lectures will be held on Zoom (access information is available on Quercus). Online lectures will be recorded for later access, but **live attendance is strongly recommended**, since you will have an opportunity to ask questions in the moment and get more complete, interactive explanations. We are scheduled to switch to in-person lectures 2 February, assuming it is safe to do so.

Please leave your audio off for most of class. You may leave your video off or on, whichever you prefer. If you have a question in the middle of lecture and want clarification on something, please type “question”, “Q”, “??”, or something similar in the chat. When you are called on, unmute yourself (and turn on your video, ideally), and ask your question. If you prefer to type your question in the chat, that is fine, too, but as much as possible, it would be nice to hear and see you, to help simulate live in-person communication as much as possible. Please leave the chat clear from off-topic conversation, so that questions can be seen.

I will do what I can to promote a vibrant, interactive learning environment, but there are limitations to what’s possible in an online class of this size. There may be occasional opportunities for small group work in breakout rooms and for general conversation and activities in the main room. Please take full advantage of these!

Office hours

I will also hold online office hours each week on Zoom, Thursday 3–5pm (access information is available on Quercus). Even if we return to in-person lectures, office hours will continue to be held on Zoom. You can ask questions about the lecture content, but office hours are also a good opportunity to ask questions after looking through the homework and attempting to work on it. Starting early on your work is a great way to ensure success in this course!

Tutorials

Tutorials provide an opportunity to discuss the course material and assignments in a more personalized setting, as well as get important practice with various concepts and skills, especially before quizzes on the following day. **You are expected to attend tutorial every week**, because your course engagement will be partly assessed there. Tutorials are held on Mondays according to the following schedule (Zoom access information for online tutorials is available on Quercus). We are scheduled to switch to in-person tutorials 31 January, assuming it is safe to do so. Note that there is no tutorial for Unit 12, due to the end of classes.

<i>tut#</i>	<i>time</i>	<i>online platform / location</i>	<i>TA</i>
0101	9–10am	Zoom / Sidney Smith Hall 2111	Lisa Sullivan
0201	3–4pm	Zoom / Sidney Smith Hall 1088	Zhanao Fu
0301	4–5pm	Zoom / Emmanuel College 302	Radu Craioveanu
5101	5–6pm	Zoom / University College 261	Zhanao Fu

Time Zones

All dates and times given in this course are based on Toronto time in the Eastern Time Zone, which is on Eastern Standard Time until 2am on 13 March, when it switches to Daylight Saving Time. If you are in a different time zone, it is up to you to know what the various deadlines are in your local time. Note that Quercus should automatically translate time zones for you, but be careful: **if you miss a deadline for any course work because of miscalculating time zone differences, you will not be given an extension.** A few sample time conversions are given below for reference:

<i>location</i>	<i>lecture/HW/TP</i>	<i>12-hour quiz window</i>
Toronto	Wed. 4pm	Tue. noon to Tue. mid.
Cape Verde	Wed. 7pm	Tue. 3pm to Wed. 3am
Paris	Wed. 10pm	Tue. 6pm to Wed. 6am
Maldives	Thu. 1am	Tue. 9pm to Wed. 9am
Beijing	Thu. 4am	Tue. mid. to Wed. noon
Srednekolymsk	Thu. 7am	Wed. 3am to Wed. 3pm
Honolulu	Wed. 10am	Tue. 6am to Tue. 6pm
Vancouver	Wed. 1pm	Tue. 9am to Tue. 9pm

Note that lectures and tutorials start on “UofT time”, that is, 10 minutes after the hour. Quizzes and coursework deadlines adhere strictly to the listed times.

Accessibility Accommodation

If you require accommodation for equitable access to course materials, assignments, or activities, please get official documentation of your accommodation needs from Accessibility Services as soon as possible, because you cannot receive appropriate accommodation without it. In particular, if you need accommodations for a specific assignment or quiz, **at least one week’s notice is needed.** I will work together with you and Accessibility Services to figure out the most effective accommodation for your needs. For more information, visit the Accessibility Services website at <https://studentlife.utoronto.ca/departement/accessibility-services/>.

Copyright and Intellectual Property

Please note that, except where indicated, all course materials (this syllabus, lecture notes, homework assignments, quizzes, solutions, the final project, other Quercus content, etc.), whether in hardcopy or electronic form, are the intellectual property of Professor Sanders. **You do not have permission to distribute any of these materials, in whole or in part, in any form, to any person, website, or organization.** In particular, do not post these materials to online repositories like Chegg, Course Hero, etc., and do not give them to other students, now or in the future. Unauthorized distribution of protected course material is not only an academic offence but also a violation of the Canadian *Copyright Act* (RSC, 1985, c. C-42).

Academic Integrity

The issue of academic integrity is taken very seriously in this course, and there is **zero tolerance** for dishonesty. Please give full respect to the teaching team, yourself, the University, and the larger academic endeavour by adhering to the highest standards of ethical academic behaviour. Note that even unintentional violations are still unacceptable, so give your submitted work the care and attention necessary to guarantee that fair and accurate credit is given to all sources at all times.

Suspected lapses in your academic integrity will be pursued to the full extent of Department and University policy. Please consult the Governing Council's Code of Behaviour on Academic Matters at the following URL for more information, including descriptions of proscribed activity:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

In particular, your work on the quizzes must be representative of your own independent knowledge and ability. Do not attempt to get answers or help from any unauthorized source, and do not give answers or help to any other students.

Calibration of Course Marks

Note that all course work is given raw scores, not actual marks. In most cases, these scores will translate directly into marks (e.g. a raw score of 85 would count as a mark of 85), but sometimes, it may be necessary to calibrate the raw scores before computing a final course grade to account for various issues (discrepancies between TAs in marking, assignments that were harder or easier than intended, etc.). Calibration will normally be a linear transformation which adjusts the value of scores without altering the underlying curvature (thus, it is not a true “curve”).

Course Etiquette and Other Tips

We will usually take a short break of about 5–10 minutes roughly in the middle of lecture.

If you want to be referred to by a particular **name and/or pronouns**, please let me and your TA know in a manner and time that is comfortable for you. If we make a mistake in class, please feel free to correct us, respectfully and non-confrontationally. We're on your side and will do our best, but we are human and can make unintentional mistakes.

You may **refer to me** as Professor Sanders, Professor, Sanders, or Nathan, whichever you feel comfortable with. Linguistics as a field tends to be a bit more informal than other fields, so it is common to call linguistics professors by their first names, but do not feel obliged to do so if you prefer to be more formal. My pronouns are grammatically masculine: *he*, *him*, etc.

If you need to **contact me by email**, do so only from Quercus or (preferably) directly from your `utoronto.ca` email account. Start the subject header with the course code and finish with a short relevant summary of your email (e.g. “LIN229H1S: HW #6 question”). Start the subject header with the course code and finish with a short relevant summary of your email (e.g. “LIN229H1S: HW #6

question”). Please be sure to identify yourself by full name at least once, and most importantly **explain what you have already done to try to resolve the issue yourself**. Often, you may be asking a question that is answered in the syllabus, so please read it carefully before emailing. I will try to respond promptly, but it may take up to two business days for me to respond, so do not rely on email for urgent questions.

You may also want to make use of the course’s **discussion boards on Quercus**, which will be monitored fairly regularly every day.

Do not contact your TAs by email! You may ask them questions during tutorial, but otherwise, you should not engage with them about the course outside of tutorial. They have strict guidelines governing how much time they can spend on this course, and they have been instructed to delete any emails you send to them.

If there is a genuine **marking error** on an assignment (that is, an objectively correct answer being marked wrong), let Professor Sanders know as soon as possible. Requests for mark reconsideration can only be handled **within two weeks** after the mark is released; after that, they are locked in. Your request should be specific and clear; vague complaints about harsh grading are not sufficient.

If your academic livelihood depends on getting some particular mark in this course, meet with Professor Sanders early in the semester to discuss your situation, and he can help guide you to make the best decisions for your academic success. **Desperate pleas for last-minute extra marks will not be received favourably. Start planning now!** The end of semester is far too late.

Notes on COVID-19 and Online Education

Many of us are still adapting to online education, so please have patience with the teaching team as we try to give you the best education we can, given the circumstances. We are experimenting with new teaching methods and activities, and some of them may not work out. Let us know, so we can adjust! We are also aware that many of you are taking this course in conditions very different from what you are used to and may be dealing with other effects of the pandemic. If you are struggling due to your situation, please reach out to me or Accessibility Services, so we can help you.

When you attend online class, especially tutorial, you are encouraged to communicate and participate in discussions, ideally through both video and audio, but these are not required (you may use just audio or text chat instead, though a combination of video and audio is preferred). Your preferred name must be visible. Treat me, your TA, and fellow students with respect; abusive and offensive behaviour will not be tolerated. **To protect the privacy of students and to encourage more active participation, tutorials will not be recorded.**

Although you have had a lot of experience with online classes recently, you may still be developing the best strategies for you to learn online. Here are a few quick tips for online learning. **Start early on everything!** Download lecture notes so you do not have to access them through Quercus every time you need them. Try to build community with your fellow students by interacting in tutorial and setting up study groups and other ways to communicate (such as a Discord server).

The University recommends certain minimal technical requirements for being able to adequately engage in online classes. These recommendations are available at the following URL:

<https://www.vicereprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Specifically for this course, you will need reliable access to technology that is sufficient for you to download and open course files; access Quercus for uninterrupted periods of specific online time to complete the quizzes (phone/tablet is not recommended); and attend synchronous lectures and tutorials on Zoom in the designated timeslots.

Schedule

<i>unit</i>	<i>topics</i>	<i>lecture</i> (Wed 4pm)	<i>tutorial</i> (Mon)	<i>quiz</i> (Tue noon–mid.)	<i>HW/TP due</i> (Wed 4pm)
1	phonetics and phonology review	Jan. 12	Jan. 17	—	—
2	phonological features	Jan. 19	Jan. 24	#1 Jan. 25	HW#1 Jan. 26
3	rules and derivations	Jan. 26	Jan. 31	—	HW#2 Feb. 2
4	allomorphy and paradigms	Feb. 2	Feb. 7	#2 Feb. 8	HW#3 Feb. 9
5	rule ordering	Feb. 9	Feb. 14	—	—
4	opacity	Feb. 16	Feb. 28	—	TP#1 Mar. 2
↑ <i>reading week (no classes)</i>					
7	syllables, quantity, and stress	Mar. 2	Mar. 7	—	HW#4 Mar. 9
8	tone	Mar. 9	Mar. 14	#3 Mar. 15	HW#5 Mar. 16
9	autosegmental phonology	Mar. 16	Mar. 21	—	TP#2 Mar. 23
10	feature geometry	Mar. 23	Nov. 28	—	HW#6 Mar. 30
11	signed languages	Mar. 30	Apr. 4	#4 Apr. 5	HW#7 Apr. 6
12	conspiracies	Apr. 6	—	—	—

Part #3 of the term project is due by 4pm on Apr. 13, during the final assessment period

Lecture notes for each unit will generally be made available at least one day before lecture. You are not expected to read the lecture notes in advance, but you may find it helpful to do so. Either way, you should read them soon after lecture, since they will be relevant for tutorial activities, quizzes, and homework.