

Phonology (Communication Sciences & Disorders 2208)

Dr. Brian D. McHugh, Associate Professor
Mr. Matthew Zebrowski, Teaching Assistant

Times: MW 10:40-12:30

Classroom: ~~SZ 301H~~ **BB 208**

Office hours: T 1-2, W 12:40-1:30, 3:40-4:30 (McHugh), M 12:40-1:30, T 4-5 (Zebrowski) and other times by appointment: • To set up an appointment, best to email or talk to one of us before or after class.

• Check Temple's online courseware system, **Blackboard (Bbd)**, for any changes in ofc hrs.

Office location & telephone: Weiss 115, 215-204-8774 (1-8774 from campus)

Our email addresses: bmchugh@temple.edu, mgz@temple.edu

Readings will be posted on **Bbd**, accessible through tuportal.temple.edu online.

Recommended, but not required supplementary text: Davenport, Mike & S.J. Hannahs (1998) *Introducing Phonetics & Phonology*. Arnold Publishers. ISBN 0-340-66217-4. (D&H)

Prerequisite: Comm Sci 2207 or the equivalent. This course does not begin till **March 24**, preceded in 1st half of semester, in the same time slot, by Comm Sci. 2207 (Phonetics). See me or your advisor for clarification, or visit www.temple.edu/commsci/.

Purpose of the course: This course examines phonology, the subsystem of language that governs the cognitive representation and function of speech sounds in the grammatical system that underlies spoken language. The learning outcomes this course is designed for are detailed on the **KASA document** that forms the last page of this syllabus, but broadly they amount to the **acquisition** or **enhancement** of (1) **analytical reasoning** skills, and (2) of techniques of **data description & analysis in phonology**. Your success in achieving this learning outcome will be evaluated on the basis of your performance on two exams whose emphasis will be more on **problem solving** and **application** of knowledge than on memorization of facts.

KASA: The last page of this syllabus is a form that satisfies the latest bureaucratic demands of the American Speech-Language-Hearing Association (ASHA). If you are taking this course as a prerequisite for graduate study in speech-language pathology or audiology, you must retain and sign this form, and the form will become part of a portfolio that you will eventually need for certification in the field. If you are not going into this field and are absolutely certain that you will never want ASHA certification, you may ignore the form.

Requirements & grading: There will be an **in-class Quiz** on phonemic and featural analysis, a **cumulative Final Exam** (either **all in-class** or **in-class with a take-home portion**), and a series of **6 weekly homework assignments** (due on **Wednesdays**), designed to give you practice with the material. For my sanity's sake, I cannot accept late homeworks, and due to their small number, all 6 will count toward your grade.

Examinations: If, for some **extraordinary** reason, you cannot take a test on the designated date, you must notify me **in advance** of the test and document your reason **extensively**, in order to arrange an alternative time.

Participation: Regular attendance is absolutely essential to your passing the course, as I will often present material, explanations or activities in class that are not duplicated in the readings. Conversely, there may be material in the readings that is not fully covered in class, but which you are expected to learn by doing homework assignments and asking questions in class, by email, or during office hours & appointments. I will therefore be keeping track of your attendance and making note of how active a role you are taking in your learning process by means of either in-class, homework, email or office-hour participation.

Course grades will be based on the following relative weighting:

Homework, Attendance & Participation	20%
Midterm Quiz	40%
Final Exam	40%

Tentative Course Outline

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Readings</u>	<u>Hwk</u>
3	2/4	<i>Last day to drop a course</i>		
9	3/24	Course overview: phonology's place in grammar & interdisciplinary context; review of English & world phonetics, syllables, dialects; Natural classes: forming generalizations at core of human cognition	World Phonetic Chart, CS207 rdgs	
	3/26	Distinctive features as "digitized" phonetic parameters; binary values, economy principle (Occam's Razor), markedness, redundancy, rules or constraints on possible structures	D&H 6; Schane 33-41, 111-116, Feature Guide	#1
10	3/31	Continuation of above <i>Last day to withdraw from courses</i>	(same)	
	4/2	Continuation of above	(same)	#2
11	4/7	Phonemic vs. phonetic levels, contrast vs. allophony: evidence from minimal pairs, optional rules (free variation)	D&H 7.2.1, 7.2.3	
	4/9	Obligatory rules: complementary distribution as evidence; basic phonological processes: assimilation, dissimilation	Schane pp. 49-61, Katamba 5-6	#3
12	4/14	Phonemic analysis 1: basic allophony, simple rules	D&H 7, flowchart	
	4/16	Phonemic analysis 2: more complex environments	(same)	#4
13	4/21	1st hour: QUIZ (no review!) 2 nd hour: Basic morphological analysis	Handouts	
	4/23	Alternations & neutralization: beyond the phoneme; more phonological rule types & processes	D&H 8-8.4, handout	#5
14	4/28	Syllable structure, phonotactic constraints, stress patterns, prosodic domains, fast speech rules, tone & intonation	D&H 9.4.1-3, 9-9.3, hdts, (Kreidler 11-13?)	
	4/30	Rule interaction: derivations, rule ordering, levels, nonlinear representations of features	D&H 10-11, (Kreidler 14?)	#6
15	5/5	Review		
	5/7	<i>STUDY DAY: optional review session or extended office hours</i>		

Wed 5/14 FINAL EXAM: same room, **different time: 9-11!**

Statement for Students with Disabilities:

Every effort will be made to accommodate students with disabilities. Documentation should be performed by the Office of Disability Resources and Services (DRS) before the first exam, when at all possible. For more information or to contact DRS, call **215-204-8531** (on campus, **1-8531**) or visit their website: www.temple.edu/disability/

Examination Policy for Non-native Speakers of English:

It is the policy of the Communication Sciences Department to allow students whose native language is not English extra time for the completion of in-class exams. I will also be happy to explain to you any unfamiliar vocabulary or phrasings in my exam questions.

Policy on Academic Honesty:

See the Temple U. Code of Conduct, widely available from your student materials, student bulletin, the Dean of Students Office, Student Assistance Office, or online at http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm.

COMMUNICATION SCIENCES & DISORDERS 2208
PHONOLOGY
Temple University
Knowledge & Skills Acquisition

Student: _____

Semester: _____

Instructor: _____

Successful completion of the above course indicates the acquisition of the following knowledge and/or skills to satisfy the standards of the American Speech Language Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP):

Standard Knowledge & Skills (Competencies)

- III-B By discussion, homework exercises and examination, the student demonstrates acquisition of the following knowledge & skills pertaining to **linguistic** (and to some extent, **cultural** and **psychological**) **bases for human communication processes**:
- (1) knowledge of major types of **phonological processes, distinctive features** and principles of **syllable structure** found in human language, and the role of **markedness** and **naturalness** in a typology of such phenomena;
 - (2) awareness of and sensitivity to **dialectal and registral variation**, an appreciation of the **descriptive** (as opposed to **prescriptive**) nature of linguistic science, and an ability to **detect prescriptivism** in others' statements and **eschew** it in his/her own statements about language;
 - (3) an understanding of the **independence** of **orthographic** and **phonological** levels of linguistic representation (as well as their **interdependence** in learned vocabulary and formal speech registers);
 - (4) an understanding of the difference between the **underlying** or **phonemic** level and the **surface, phonetic** or **allophonic** level of linguistic representation;
 - (5) **competence** in using methods of **phonological analysis** – an instantiation of **scientific method** – to discover a language's
 - (a) phonological processes,
 - (b) syllable structure constraints,
 - (c) **inventory of contrastive segments ("phonemes")** and their **featural representations**, and
 - (d) **underlying representations** of lexical items,on the basis of evidence from
 - (i) **distribution** of phones,
 - (ii) **alternations** in morpheme shape and
 - (iii) phonetic inventory.
 - (6) **basic** familiarity with the analytical advantages and disadvantages of **major theoretical frameworks** in phonology;
 - (7) **basic** understanding of the applicability of phonological theory to deaf **sign language**.