I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group III Symbolic Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Course Title</td>
<td>Phonetics and Phonology</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>LING 470</td>
</tr>
<tr>
<td>Course #</td>
<td>LING UG 471</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Instructor</th>
<th>Phone / Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mizuki Miyashita</td>
<td>x5164 <a href="mailto:mizuki.miyashita@umontana.edu">mizuki.miyashita@umontana.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Chair</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tully Thibeau</td>
<td>Gerald Fetz</td>
</tr>
</tbody>
</table>

III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This course introduces basic knowledge of phonetics and phonology. The course content includes: understanding basic acoustic and articulatory phonetics, developing analytical skills in phonology and learning introductory phonological theories. This knowledge will be applied to solving phonological problems. In the process, students will develop critical thinking skills and written presentation skills.

IV. Criteria:

1. rigorously present a mapping between a real-world system and a human abstraction of the system.

   This course introduces the sound structure of languages. Mental organization of speech sounds is examined and analyzed in terms of traditional and current theories.

2. applies analysis, reasoning and creative thinking in the understanding and manipulation of symbolic codes.

   This course provides a number of phonological data sets which are described, generalized, and analyzed using theoretical notions.

3. utilizes alternative methods of communication, perception, and expression in order to encourage rigorous thinking.

   This course includes an acoustic phonetics component which utilizes spectrograms to represents the salient features of human speech.

V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
Upon completion of this group, students will be able to:

1. demonstrate an understanding of the symbols and the transformations of the system

   Students will be able to demonstrate an understanding of human speech organization by solving phonological problem sets and demonstrating their observations and thinking processes in writing.

2. relay and interpret information in terms of the given symbolic system.

   Students will be able to use the International Phonetic Alphabet and theoretical notions to interpret human sound structure by examining data sets given in class and assignments.

3. apply creative thinking using the symbolic system in order to solve problems and communicate ideas;

   Students will be able to apply creative thinking using the phonetic and phonological system to solve problems. They will have discussion and group activities to enhance creative thinking skills.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**LINGUISTICS 471 Phonetics and Phonology**  
University of Montana  
**Autumn 2008**  
**Syllabus**

- **Time:** MWF 10:10am – 11:00am  
- **Place:** SS 258 (SSRL)  
- **Instructor:** Dr. Mizuki Miyashita  
- **Office:** SS 212  
- **Phone:** 243-5164  
- **Email:** mizuki.miyashita@umontana.edu  
- **Office hours:** TW 11-12 (or by appointment)

Objectives/Goals of this Course

- This course introduces fundamental knowledge of phonetics and phonology. The course content includes understanding of basic acoustic and articulatory phonetics, developing analytical skills in phonology and learning introductory phonological theories. With our new information, we will strive to solve phonological problems, and this process will provide you not only with familiarity in phonology but also with critical thinking skills and written presentation skills which you need to be prepared for your academic and/or professional environment in the future.

- This course is designed for graduate students in linguistics program and undergraduate students who are interested in the field of linguistics. Main lectures consist of lectures and class activities. The class activities involve problem solving in order for you to be trained to read and understand the given data sets. This activity is important because you will need to do similar tasks when you work on your homework.

- This course (when taken with LING 270 or 470) fulfills the foreign language-symbolic systems area for the general university requirements.

Prerequisites  
LING 470 Introduction to Linguistic Analysis
**Course Requirements and Grading Criteria:**

<table>
<thead>
<tr>
<th>Homework</th>
<th>Percentage</th>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework 1, 2, 3 &amp; 4</td>
<td>40% (10 x 4)</td>
<td>93-100% A</td>
<td>79-81% B-</td>
</tr>
<tr>
<td>Homework 5 &amp; 6</td>
<td>30% (15 x 2)</td>
<td>89-92% A-</td>
<td>76-78% C+</td>
</tr>
<tr>
<td>Homework 7 (Undergrad)</td>
<td>30%</td>
<td>86-88% B+</td>
<td>72-75% C</td>
</tr>
<tr>
<td>Homework 7 (Grad)</td>
<td>20%</td>
<td>82-85% B</td>
<td>69-71% C-</td>
</tr>
<tr>
<td>Paper</td>
<td>10%</td>
<td>0-58% F</td>
<td></td>
</tr>
</tbody>
</table>

**Blackboard**
- This course uses online supplement, blackboard. [http://umonline.umt.edu](http://umonline.umt.edu) (login: [http://courseware.umt.edu/](http://courseware.umt.edu/))
- All homework assignments and supplement materials (data and handouts) are posted here.
- All enrolled students have link to the course. Go to the website and logon to your account. If you have never used it, find your account following the information on the site.
- This tool is often updated. Supplemental materials and data sets to be used in class are posted.
- Check your account before every class. If you find new materials posted, print them out for class.

**Course preparation**
- In-class materials are available on Blackboard.
- Download data and handouts, and bring them to class.
- Materials to be used in class are organized by the topic.

**Homework Assignments**

**General Information**
- Homework assignments are posted on Blackboard. (see below)
- Every homework assignment is graded for its quality. Most of them require you to sit and think for many hours. These assignments do not involve simple and repetitive work. Be ready to dedicate your time. Take it seriously. Assignments are collected in the beginning of class.

**Expectations Regarding Homework Assignments**
- Your homework assignments must be typed. Use Doulos SIL for IPA and other phonetic symbols. Computers in labs LA206, LA 242 and Library have this font. You may download and install this font in your own computer. (To download free Doulos SIL font, go to [http://www.sil.org/](http://www.sil.org/). Then go to “What we provide” on the left menu column, point “Computers and Writing Systems”, select “SIL fonts” and click. On the font page, Click on Doulos SIL font.) Download the font and install it in your computer.
- Late assignments are not considered for full points the excuse follows the university’s policy. (University related events, injury, etc.) If your excuse is valid, contact me before due date. If you are in emergency, contact me as soon as possible. When your work is turned in late, assume that your score will be about 50% lower than your originally earned score.
- All homework assignments except for the first one involve data analyses. For a data analysis part, you must provide your analysis in a paper form which we call “write-up.” This follows the writing style in recent phonology which you may study by reading phonological articles and the textbook.
- We will go over two writing samples in the first few weeks. You need to use them as models. The way you present your analysis may change when we cover different theories and topics in class. You are expected to keep the basic style, yet to be creative in showing your points to be made.

**Questions Regarding Homework Assignments**
- I am available for questions on clarification of the data (typos, symbols) and on direction (phrasing, unfamiliar terminology).
- You may also ask questions on lecture clarification, and theories relevant to the assignment.
- I do not think for you. Improving your problem solving skills is a part of the exercise.
- You will be graded on how you present and explain your thinking process. Getting a right answer is only a part of the grading criteria.

**Graduate Students**

- 93-100%     A
- 89-92%     A-
- 86-88%     B+
- 82-85%     B
- 80-81%     C+
- 76-78%     C
- 72-75%     C-
- 69-71%     C
- 66-68%     D+
- 62-65%     D
- 59-61%     D-
- 56-58%     F
- 50-58%     D
• Write an original phonology paper. You must find data other than English. You may work on a language you know or consult a descriptive grammar book of unfamiliar language (avoid pedagogical grammar). For your theoretical framework, use one or combination of the following theories: Autosegmental Theory, Metrical Theory, and Optimality Theory. 15 page max. including references, double spaced.
• If you wish to receive direction and comments on your work, turn in your data, data description and theoretical account proposal (3 page max.) by November 14th (F), and first draft by November 21st (F).

Textbooks
  
  Required:

  Optional:

Suggested readings

Partial Schedule (Tentative)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>D&amp;H</th>
<th>Handouts for Concepts &amp; Data</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Aug. 25  Aug. 27  Aug. 29</td>
<td>Intro. &amp; Articulatory phonetics Consomants &amp; Vowels</td>
<td>pp1-6  pp7-37  pp38-55</td>
<td>IPA Chart</td>
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<tr>
<td>2  Sept. 1  Sept. 3  Sept. 5</td>
<td>No Class (Labor Day) Acoustic phonetics</td>
<td>pp56-72</td>
<td>Acoustic Phonetics</td>
<td>HW1 Transcription</td>
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<tr>
<td>3  Sept. 8  Sept. 10  Sept. 12</td>
<td>Acoustic phonetics (cont.)</td>
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<td>Acoustic Phonetics (cont.)</td>
<td></td>
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<tr>
<td>4  Sept. 15  Sept. 17  Sept. 19</td>
<td>Features</td>
<td>Distinctive Features Feature Charts Natural Classes Phonological neutralizations German Obstruent</td>
<td>HW2 V Plotting</td>
<td></td>
</tr>
<tr>
<td>5  Sept. 22  Sept. 24  Sept. 26</td>
<td>Features (cont.) Phonemic analysis</td>
<td>pp91-113 pp114-131</td>
<td>Angas &amp; Kongo Ewe Liquids Georgian Write-up(Georgian)</td>
<td></td>
</tr>
<tr>
<td>6  Sept. 29  Oct. 1  Oct. 3</td>
<td>Alternations, processes and rules Phonological structure</td>
<td>pp132-146 pp147-171</td>
<td>Spanish Underspecification Feature and Autosegmental Theory Feature Geometry Tone and Autosegmental Theory</td>
<td>HW3 Natural Class &amp; Greenlandic Eskimo</td>
</tr>
<tr>
<td>7  Oct. 6  Oct. 8  Oct. 10</td>
<td>Phonological structure (cont.)</td>
<td></td>
<td>Akan Turkish Nisg'a</td>
<td></td>
</tr>
<tr>
<td>9  Oct. 20  Oct. 22  Oct. 24</td>
<td>Derivational analysis (cont.) Above the segment</td>
<td>pp73-90</td>
<td>Basque &amp; Tagalog Yawelmani</td>
<td></td>
</tr>
<tr>
<td>5  Oct. 27  Oct. 29  Oct. 31</td>
<td>Syllables</td>
<td></td>
<td></td>
<td>HW5 Lamba</td>
</tr>
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</table>
Graduate Increment
LING 471 Phonology

Linguistics 471 (Phonology) is a UG course. Objectives for the all students are (1) to understand how speech sound can be analyzed in terms of both articulatory and acoustic phonetics, (2) to learn International Phonetic Alphabets (IPA) and successfully transcribe English and non-English words, (3) to practice finding phonological patterns in datasets given in class and take-home assignments, (4) to understand theoretical aspects such as phonemics, morphophonemics, rule-ordering, vowel harmony, opacity and transparency, reduplication and other phenomena, (5) to learn about theoretical frameworks used in 60s through current by looking at linear phonology, autosegmental theory, and optimality theory, (6) to make theoretical accounts for phonological phenomena found in datasets, and (7) to successfully present description, generalization and analysis in writing. 5 take-home assignments and the final exam will assess students’ achievement.

The following objectives are added for graduate students. The additional objectives for graduate students are (1) to account for datasets in terms of both Optimality Theory (OT) and pre-OT Theory, (2) to account for datasets that include complex phonological and morphological (or metrics) interaction, and (3) to discuss advantages and disadvantages of OT and pre-OT theory. Additional problem sets in homework and final will assess the graduate students’ achievement.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.