



**Instructor**  
Carla D. Morris, PhD

**Office Location**  
SLCC Rm ???

**Office Hours**  
9am to 5pm, MWF  
(schedule changes will be posted on my door)

**Email**  
[carla.morris@gallaudet.edu](mailto:carla.morris@gallaudet.edu)

**Fall 2020**

Tuesdays & Thursdays 10:00am to 11:30am, SLCC Rm ???  
3 credits hours per week x 14 weeks

**Course catalog description**

An introduction to the principles of linguistic study, with a concentrated focus on phonology and phonological theory as applied to English and ASL. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory. **Co-requisites:** First year Linguistics MA courses (LIN 702 and LIN 721), or permission of instructor.

**Instructor’s description**

This course will provide students with foundational knowledge in phonology and phonological theory, which includes linear and nonlinear approaches. This knowledge will enable students to access and evaluate the research and works of other linguists and perform their own analyses. The course will also provide students with practice applying this knowledge on language data, helping them acquire new analytical skills. Explanation and examination of principles will be primarily applied to data from North American English, however examples of how these theories have been used to analyze signed languages and other spoken languages will also be used. This course is designed to prepare students for their Qualifying Exam and for LIN 731: Phonology II, where they will explore the phonological structure of ASL in depth.

**Required Text**

*Introducing Phonetics and Phonology, 3<sup>rd</sup> edition.* 2010. Mike Davenport & S.J. Hannahs. Routledge. ISBN: 978-1444109887

**Supplemental Online Materials**

- [Essentials of Linguistics](#). 2018. Catherine Anderson (online textbook)
- The Ling Space ([website](#) and [YouTube channel](#))
- [International Phonetic Association: Full IPA Chart](#)
- [North American English regional phonology](#) (Wikipedia article)

**Grades**

Activity	Points		
Attendance & Participation	100	A	100–95%
Homework (10)	200	A-	94–90
Exams (3)	600	B+	89–86
Final presentation (1)	100	B	85–84
		B-	83–80
		C+	79–76
		C	75–70
		F	69–0
Total	1000		

## Course Policies

- No eating in the classroom.
  - Non-alcoholic beverages are permitted.
  - Please restrict your cellphone use in the classroom.
    - However, I do encourage the taking of photos or short videos to document notes and examples from lecture and in-class discussion.
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## Communication

- I use Blackboard to make announcements, post lecture notes, record grades, and upload data sets. Please check it often.
  - If you have concerns or questions, I have an open-door policy. I am also available by appointment.
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## Attendance & Participation

- Ideally, you will be able to attend all of our scheduled class sessions. Absences will decrease your grade.
  - All students are expected to actively participate by:
    - asking questions about the course materials and assignments,
    - contributing to group discussions with examples and reflection from the course materials, and
    - suggesting perspectives and examples to help their classmates better understand the course material.
  - Lack of active participation will decrease your grade.
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## Homework

- My expectation is that you will arrive for our class sessions ready to discuss the topic planned for that day.
- There are 3 types of homework assignments in this course:
  - A. Readings & videos
  - B. Charts
  - C. Worksheets

### A. Pre-class readings & videos

- Some days you will be required to read and prepare questions before we meet, on others you will be required to watch a video before we meet, sometimes both.
  - All materials have been chosen to help you better understand the subject matter.
  - All videos are captioned.
- Online pre-class reading and video materials will be available through the platform [Perusall](#).
  - You will be required to read and participate in discussion about these materials prior to each class.
  - Lectures and in-class discussions will be designed based on your and your classmates' online participation and questions about these materials.
  - Lack of active participation in these activities will decrease your grade.
  - See the course schedule for exact due dates.
- Lists of these materials with full citation information and hyperlinks will also be posted on Blackboard.

### B. Charts (x 2)

- At the beginning of the semester, each student will be responsible for helping to fill out 2 posters:
    1. Distinctive Features chart poster
    2. Natural Classes charts poster
  - Students must initial their contributions to both posters in order to receive credit.
  - Participation in completing both posters is worth 20 points (10 points each).
    - See the course schedule for exact due dates.
  - Complete charts will be posted in the Department lab for use as resources during the semester.
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### **C. Worksheets (x 9)**

- On most Tuesdays I post a worksheet in Blackboard, which will provide you with an opportunity to practice applying your new knowledge.
  - Worksheets must be completed by the start of class on Thursday of the same week.
    - We will grade and review these worksheets together at the start of class on Thursdays.
    - See the course schedule for exact due dates.
  - Each worksheet will be in written English and will have a variety of fill-in-the-blank, multiple choice, true/false, matching, short answer, and essay questions.
  - You may collaborate with your classmates to complete the assignments; however, their names must be listed in your submission.
    - Warning: If two students are found to have the exact same wording in essay response questions, both students will receive an automatic 0 for that part of the worksheet; regardless of whether they were listed as collaborators or not.
  - Please use Chicago style formatting for any in-text citations or references.
  - Each worksheet is worth 20 points.
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### **Exams (x 3)**

- You will have 3 exams this semester to assess your growing understanding of the course materials.
  - Each exam will be taken in class.
    - You will have the full class session to complete each exam.
    - See the course schedule for exact exam dates.
  - Each exam will be in written English and will have a variety of fill-in-the-blank, multiple choice, true/false, matching, and short answer questions.
  - Each exam will be open-book and open-notes.
    - But, **not** open-neighbor, open-cellphone, or open-laptop.
  - Each exam is worth 200 points.
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### **Final presentations (x 1)**

- On the first day of class I will give each of you a data set from a dialect of North American English. This will be the topic for your final presentation.
  - A grading rubric for the final presentation will accompany this data set.
- You will each be responsible for analyzing your data sets based on all the materials and subject matter you learn during the semester.
  - You may collaborate with classmates to complete your analysis; however, you must formally acknowledge them by name in your presentation.
- Final presentations will be given in ASL in front of the class.
- Each student will have \_\_\_ minutes to give their presentation.
  - There will be a Q&A session, so that the classmates may provide feedback and critique.
- Final presentations will be given the last week of classes.
  - Final presentations **MUST** be given at the scheduled time. There will not be an option to make-up this part of the course.
- Your final presentation is worth 100 points.
- Your final presentation is on \_\_\_\_\_day December \_\_\_\_, 2020.

## University Policies

### Gallaudet University's Academic Integrity Policy

#### 1.0 Academic Integrity Defined

- 1.1. Academic integrity grows from the longstanding traditions of the world university community.
- 1.2. Academic integrity is defined as a firm adherence to the code or standard of values of the University and the individual professions.
- 1.3. Academic freedom is a commitment on the part of students, faculty, staff, and administrators even in the face of adversity, to five fundamental values: honesty, truth, fairness, respect, and responsibility.
- 1.4. Commitment to academic honesty encourages the mutual respect and moral integrity that our University community values and nurtures.

*This policy was based on a compendium of academic integrity policy information reported (Winter 2004) on the websites of the following universities: University of Maryland, University of Maryland, Baltimore County, George Washington University, University of Pennsylvania, Rutgers University, and University of Alberta.*

### Gallaudet University's Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the [Office for Students with Disabilities \(OSWD\) website](#).

The Reasonable Accommodation policy is also online [here](#).

## Student Learning Outcomes

Course SLOs	Learning Opportunities	Assessment	Linguistics MA SLOs	Linguistics PhD SLOs	Gallaudet University SLOs
Accurately identify phonological features and processes in a written data set	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Exams</li> <li>• Final presentation</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Homework answer key</li> <li>• Exam answer key</li> <li>• Final presentation rubric</li> </ul>	Ability to identify generalizations	Critical evaluation	Critical Thinking
Accurately describe phonological data and explain phonological derivations in ASL and written English	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Exams</li> <li>• Final presentation</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Homework answer key</li> <li>• Exam answer key</li> <li>• Final presentation rubric</li> </ul>	Ability to clearly present linguistic information	Dissemination & communication	Language & Communication
Accurately analyze phonological data using rules and derivations applied to a data set	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Exams</li> <li>• Final presentation</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Homework answer key</li> <li>• Exam answer key</li> <li>• Final presentation rubric</li> </ul>	Accuracy and automaticity of foundational knowledge	Specialized knowledge	Knowledge & Inquiry
	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Exams</li> <li>• Final presentation</li> <li>• In-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Homework answer key</li> <li>• Exam answer key</li> <li>• Final presentation rubric</li> </ul>	Intermediate theoretical awareness		
				Formulation of research questions	
				Independent research	
			Ethical conduct as students and student researchers	Ethical conduct as researchers	Ethics & Social Responsibility
					Identity & Culture

## Course Schedule

What is today?		What you are responsible for doing before today's class?		Today's class topic
<b>Week 1</b>	Th	August 27	Sleep & access Blackboard	Course introduction
<b>Week 2</b>	T	September 1	Reading #1 & video #1	Phonology & phonetics
	Th	September 3	Reading #2 & video #2	Phonemes
<b>Week 3</b>	T	September 8	Reading #3 & video #3	Suprasegmental structure
	Th	September 10	Reading #4, video #4, & worksheet #1	Distinctive features
<b>Week 4</b>	T	September 15	Video #5 & DF charts	Distinctive features
	Th	September 17	Reading #5, video #6, & DF charts	Natural classes
<b>Week 5</b>	T	September 22	Video #7, worksheet #2, & NC charts	Natural classes
	Th	September 24	Video #8, worksheet #3, & NC charts	Catch-up & review
<b>Week 6</b>	T	September 29	Study & sleep	Exam 1
	Th	October 1	Sleep	Review Exam 1
<b>Week 7</b>	T	October 6	Reading #6 & video #9	Prosodic features
	Th	October 8	Reading #7, video #10, & worksheet #4	Phonological contrast
<b>Week 8</b>	T	October 13	Reading #8, video #11, & worksheet #5	Phonological processes
	Th	October 15	Reading #9 & video #12	Phonological processes
<b>Week 9</b>	T	October 20	Reading #10, video #13, & worksheet #6	Phonological rules
	Th	October 22	Video #14 & worksheet #7	Catch-up & review
<b>Week 10</b>	T	October 27	Study & sleep	Exam 2
	Th	October 29	Sleep	Review Exam 2
<b>Week 11</b>	T	November 3	Reading #11 & video #15	Phonological derivations
	Th	November 5	Reading #12, video #16, & worksheet #8	Phonotactics
<b>Week 12</b>	T	November 10	Reading #13, video #17 & worksheet #9	Constraints-based analysis
	Th	November 12	Video #18	Catch-up & review
<b>Week 13</b>	T	November 17	Study & sleep	Exam 3
	Th	November 19	Video #19 & sleep	Review Exam 3 & Discuss presentations
	T & Th	November 24 & 26		Fall Break/Thanksgiving
<b>Week 14</b>	T	December 1	Prepare presentation & sleep	Final presentations
	Th	December 3	Prepare presentation & sleep	Final presentations

A pdf of this syllabus with embedded hyperlinks can be downloaded from Blackboard.

\* Students will be informed of any changes to the syllabus. \*