

## Syllabus: Phonology I

- Class:** Tues., Thurs. 2-4, in Bunche 3164
- Instructor:** Bruce Hayes  
**Office:** 2101G Campbell (inside the Phonetics Lab)  
**E-mail:** [bhayes@humnet.ucla.edu](mailto:bhayes@humnet.ucla.edu)  
**Web:** <http://www.linguistics.ucla.edu/people/hayes/120A/>  
**Mailbox:** Campbell 3125 “Hayes”  
**Office hrs:** MW 2-3, TTh 12-1, and by appointment
- TAs:** James Pannacciulli  
**Office hours:** Tues. 10-11, Thurs. 4-5, location TBA  
**E-mail:** [japannac@ucla.edu](mailto:japannac@ucla.edu)  
**Mailbox:** Campbell 3125 “Pannacciulli”
- Sections:** F 2-3 Rolfe 3105  
F 3-4 Rolfe 3105  
You must be enrolled in a section to take the course.
- Prerequisites:** Linguistics 20, Linguistics 103 or close equivalent. You need my permission to take this course without these prerequisites.
- Required Text:** Bruce Hayes (2009) *Introductory Phonology*. Available in the UCLA bookstore.<sup>1</sup>
- Content:** This course surveys the theory of phonology at an elementary level. As far as possible, the course will be based on learning by doing, with data analysis.
- Requirements:**
- Weekly **readings**
  - About 8 **homeworks**—data analysis problems (33%)
  - Brief **quiz** at the start of each class (10%)<sup>2</sup>
  - **Final exam**—Monday, 12/8, 3:00-6:00pm (20%). Please check that you can come to the final at this time and do not enroll in the course if you cannot.<sup>3</sup>
  - At least one **discussion of your paper topic** with me, either in class break, office hours, or by appointment. Due 11/5 (2%)
  - One-paragraph **progress report** on term paper, due 11/5 (2%)
  - **Term paper**, about 8-10 pages, due Wed. of finals week (12/9) (33%)

Paper will be a data analysis paper, based on first-hand data. Potential topics: some small part of a phonology, a wug or similar test; toddler phonology; second language interference, code-switching. For details see <http://www.linguistics.ucla.edu/people/hayes/120a/TermPaperAssignment.pdf>

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<sup>1</sup> Textbook profits to Hayes from this course are donated to the UCLA undergraduate scholarship fund.

<sup>2</sup> This is an experiment I'm trying for this quarter—the theme is that testing by itself induces learning. For research by psychologists that suggests this, see <http://www.linguistics.ucla.edu/people/hayes/Teaching/>

<sup>3</sup> I am willing to discuss this for emergency cases.

## Rules and Regulations

1. To preserve the TAs' sanity, we reserve the right to take off credit for late work. Exceptions will be made in the event of illness or other reasonable excuses.
2. Grades will be changed only for plain errors; matters of *judgment* are final.
3. Grading may be done on a curve.
4. Make-up texts will only be given if you ask for one (giving a valid reason) *before* the test. My office number is (310) 825-9507 and there is an answering machine on this phone.
5. University policy recommends that professors include in the course syllabus their policy on cheating and plagiarism. My policy is to send a suspected cheater or plagiarist to the Dean of Students with a full report.

## Computer Policy

1. The course Web site is at <http://www.linguistics.ucla.edu/people/hayes/120A/>
2. I will take **e-mail questions**, mostly during business hours, at [bhayes@humnet.ucla.edu](mailto:bhayes@humnet.ucla.edu).
3. Often someone asks an e-mail question that is worth passing on to other students. Unless you ask in advance that I not do this, I will sometime **rebroadcast** these questions, along with my answer, to the class email list that I get from the registrar. I will not rebroadcast the identify of the questioner.
4. The same list will be used to announce typo corrections for homeworks, or other things you ought to know right away.
5. It follows that you should make sure that URSA has an up-to-date email address for you.

## Topics and Readings

Class dates are approximate.

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| • Phonemes (text, chapter 2, 3)                      | classes 1-4   |
| • Features (ch. 4)                                   | classes 5-6   |
| • Morphology (ch. 5)                                 | classes 6-7   |
| • Phonological alternation (chs. 6, 7)               | classes 8-9   |
| • Morphophonemic analysis (ch 8)                     | classes 10-11 |
| • Productivity (ch. 9)                               | class 12      |
| • The role of morphology and syntax (ch. 10)         | class 13      |
| • Diachrony and synchrony (ch. 11)                   | class 14      |
| • Abstractness (ch. 12)                              | class 15      |
| • Syllables (ch. 13)                                 | classes 16-17 |
| • Stress, stress rules, and syllable weight (ch. 14) | class 18      |
| • Tone and intonation (ch. 15)                       | class 19      |