The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2023-24

Course Code: LING2004
Title in English: Phonology I
Title in Chinese: 音系學（一）

Course Description:
The course will focus on the central issues of phonology, including how languages organize sounds into words; whether all languages have the same phonological inventories and constraints; how languages group sounds into larger constituents etc. The course will emphasize on hands-on data analysis of phonological data, and weekly in-class exercises/homework assignments will constitute an important part of the course.

Course Syllabus

Topic	Contents/fundamental concepts
♦ Phoneme/allophone ♦ Phonemic inventories ♦ Phonological processes ♦ Surface alternations ♦ Distinctive features ♦ Phonological rules ♦ Rule interaction	♦ Distributions/alternations/(near) minimal pairs/free variations ♦ Method of establishing phonemic inventories of unknown languages ♦ Assimilation/Dissimilation/Insertion/Deletion/Metatheses ♦ Underlying representations/morphophonemic alternations ♦ Definitions of Distinctive Features/Functions of Distinctive Features ♦ Notations and formulation of phonological rules ♦ Rule ordering/derivation from underlying forms to surface forms

Learning outcomes

♦ Demonstrate the understanding of basic concepts of segmental phonology, such as phonemes, minimal pairs, alternations
♦ Be able to describe how segments are distributed within sound systems of different languages
♦ Be able to derive surface sounds from underlying forms by applying phonological rules
♦ Be able to identify sound patterns and draw generalizations from different language data
♦ Be able to apply phonological concepts into data analysis

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face **(please specify if it is hybrid, i.e. some students will attend the activities elsewhere)**	**Percentage of time**
Lectures (hybrid ~~yes~~/no)	60%
Interactive tutorial (hybrid ~~yes~~/no)	30%
Assigned reading	10%

Learning activities

Lecture	Interactive tutorial	Lab	Discussion of case	Field-trip	Projects	Web-based teaching	Other

(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class		(hr) in /out class	
24		12					10				10				20
M	M;O; NA	M	M;O; NA	M;O; NA	M;O; NA	M;O; NA	O	M;O; NA	M;O; NA	M;O; NA	M	M;O; NA	M;O; NA	M;O; NA	M

M: Mandatory activity in the course
O: Optional activity
NA: Not applicable

Assessment scheme

Assessment type	Percentage
Data analyses for understanding/application of basic concepts marked by TA	40
Medial level difficulty of problem-solving skills partially marked by TA	30
Higher level difficulty of problem-solving skills partially marked by TA	30

Assessment rubrics		
Grades	**Phonological Analysis**	**Organization and Pressentation**
A	In-depth and accurate analysis that accounts for all the data that is presented.	Arguments are always well-explained and supported by valid evidence. Writing is clear and coherent. Accurate use of terminology.
B	Appropriate analysis that can account for all the given data with occasional errors in notations.	Arguments are mostly supported by valid evidence. Writing is mostly clear and coherent. Occasional errors in the use of terminology.
C	Analysis that contains inconsistencies and only accounts for most of the data given.	Arguments are not always explained or supported by sufficient evidence. Writing is somewhat disorganized.
D	Analysis that contains inconsistencies and only accounts for most of the data given and contains many notational errors.	Arguments are not supported by evidence. Writing is somewhat disorganized.
F	Analysis that does not account for most of the critical data given.	No arguments are provided.

Required and recommended readings

Required readings:

♦ Hayes, B. (2009). Introductory phonology. West Sussex: Wiley-Blackwell.

Recommended readings:

♦ Odden, D. (2013). Introducing phonology. 2nd Edition. NY: Cambridge University Press.

Feedback for evaluation

♦ Students are most welcome to meet with the teacher and the TA after classes to discuss their problems.
♦ Midterm course evaluation will be conducted to collect students' feedback for improving the teaching.

Grade Descriptors

Grade	Overall Course
A	Consistently exhibits understanding in the basic concepts of segmental phonology. Consistently demonstrates the ability to accurately conduct phonemic and phonological analyses and always provides sound theoretical reasoning. Demonstrates strong ability to draw generalizations from different language data.
A-	Frequently exhibits understanding in the basic concepts of segmental phonology. Consistently demonstrates the ability to accurately conduct phonemic and phonological analyses and provides sound theoretical reasoning. Demonstrates good ability to draw generalizations from different language data.
B	Exhibits understanding in the basic concepts of segmental phonology. Demonstrates the ability to conduct phonemic analyses and phonological analyses but with occasional minor errors. Demonstrates some ability to draw generalizations from different language data.
C	Exhibits understanding in the basic concepts of segmental phonology. Demonstrates the ability to conduct phonemic analyses and phonological analyses but with occasional major errors. The ability to draw generalizations from different language data is not evident.
D	Only exhibits basic understanding in some of the concepts of phonology and occasionally provides phonemic and phonological analyses that have major flaws. The ability to draw generalizations from different language data is not evident.
F	Lacks basic understanding in most of the concepts of phonology and the ability to conduct and phonemic and phonological analyses. Theoretical reasoning and the ability to draw generalizations from different language data are not evident.

Course schedule

Class/ week	Date	Topic	Assignments	Readings
1	8 Jan	Review articulatory phonetics and IPA; What is phonology?		Hayes Ch 1
2	15 Jan	Patterns of distribution: methods of phonemic analysis		Hayes Ch 2
3	22 Jan	How to establish phonemic inventories of unknown languages	A1 out	
4	29 Jan	Major categories of phonological processes and rules (**Quiz 1**)	A1 due	Odden Ch 2
5	5 Feb	Phonological primitives: Distinctive features	A2 out	Hayes Ch 4
6	19 Feb	Distinctive features and rules	A2 due	Hayes Ch 4
7	26 Feb	Contrastive analysis (**Quiz 2**)	A4 out	Hayes Ch 8
8	11 Mar	Morphology-Phonology Interaction	A3 out	Odden Ch 4
9	18 Mar	Underlying representations and surface alternations	A3 due	Hayes Ch 6
10	25 Mar	Student presentation on proposed samples (5 min each group)	A4 due	
11	8 Apr	Syllables and Course Review (**Quiz 3**)		Hayes Ch 13

12	15 Apr	**Final Exam**		

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
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Teaching Venue:	Lai Chan Pui Ngong LT
Website:	Blackboard
Other information:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	

Details of course website

See Blackboard.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

- Students are fully aware that their work may be investigated by AI content detection software to determine

originality.

- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

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Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools
(Teachers should include information relevant to the approach to be adopted in the course here)

All use of AI tools is prohibited in assignments and assessment tasks

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