

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

Course Code: LIN6902 Title in English: Phonological Theory Title in Chinese: 音系學理論
Course Description: This course aims to introduce the development of phonological theories over the past half century and to provide a critical survey of the current issues in phonological research. Topics include segmental alternation, syllable structure, tone, stress, and prosodic effect in word formation. Students will gain a solid understanding of the characteristics of different phonological frameworks over the course of the development of phonological theory, and will learn how to analyze a variety of language data within different phonological frameworks.

Course Syllabus

Topic	Contents/fundamental concepts
<ul style="list-style-type: none"> • SPE model of Generative Phonology • Autosegmental Phonology • Optimality Theory 	<ul style="list-style-type: none"> ◆ Distinctive features/ Underlying forms/abstractness / phonemic analysis ◆ Nature of representations in SPE and OT ◆ The conspiracy problem ◆ Syllables/ stress/ tones ◆ The moraic theory/ the metrical theory ◆ Reduplication and opacity

Learning outcomes

<ul style="list-style-type: none"> • Attain a good understanding of the fundamentals and major development of phonological theory in the half century • Equip students with the analytic skills for analyzing data and tackling phonological problems • Train students to identify and articulate empirical and theoretical issues in their readings

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities		Percentage of time
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)		
<i>Lectures (hybrid yes/no)</i>		80%
<i>Assigned reading</i>		20%

Learning activities

Lecture (hr) in /out class	Interactive tutorial (hr) in /out class	Lab (hr) in /out class	Discussion of case (hr) in /out class	Field-trip (hr) in /out class	Projects (hr) in /out class	Web-based teaching (hr) in /out class	Other (hr) in /out class
39			10				20
M ; NA	M;O ; NA	M;O ; NA	M;O ; NA	O	M;O ; NA	M;O ; NA	M;O ; NA

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Assessment type		Percentage
Individual assessment	Assignments *3	30%
Individual assessment	Midterm Exam	30%
Individual assessment	Presentation	15%
Individual assessment	Final Paper	25%

Assessment rubrics

	Grade A	Grade B	Grade C	Grade D	Grade F
I. Setting up the context of the paper (30%)	The description of the phonological phenomenon is clearly presented.	The description of the phonological phenomenon is clear, but some minor aspects are not addressed.	The description of the phonological phenomenon is mostly adequate, but some major points need elaborations.	The description of the phonological phenomenon is provided but major issues are not addressed properly.	The description of the phonological phenomenon is not provided.
II. Analysis and discussion (60%)	a. All necessary steps including argument presentation and analysis are conducted properly.	All necessary steps including argument presentation and analysis are conducted but some minor aspects are not addressed.	All necessary steps including argument presentation and analysis are conducted but one to two major issues are not addressed properly.	All necessary steps including argument presentation and analysis are done but major issues are not addressed properly.	The necessary steps are not included in the paper.
III. Writing and organization (10%)	a. Well-organized, with sections and paragraphs that regulate the flow of analysis-discussion smoothly.	Organized with sections and paragraphs that regulate the flow of analysis-discussion. Some transitions are not smooth but they do not hinder comprehension.	Organized with sections and paragraphs but the flow of analysis-discussion is abrupt in several places and comprehension is hindered.	Organized with sections and paragraphs but overall the flow of analysis-discussion is abrupt and comprehension is hindered.	Sections and paragraphs fail to regulate the flow of analysis - discussion.
	b. The paper is written fluently and the language is accurate and logical. Very few errors and if slips are found, the meaning is still clear.	The paper is written accurately and logically most of the time. Some systematic errors in complex sentences but still the intended meaning can be understood.	The paper contains errors in places where complex grammar and vocabulary are required. Meaning sometimes requires effort to be understood.	Frequent errors led to distraction and it requires much effort in understanding the message.	Errors are so frequent and distracting that the report is incomprehensible most of the time.

Required and recommended readings

Chomsky, Norm, and Morris Halle. 1968. *The Sound Pattern of English*. Cambridge: MIT Press.
 Clements, George N. and Samuel Jay Keyser. 1983. *CV Phonology: A Generative Theory of the Syllable*. The MIT Press.
 Halle, Morris, and Jean-Roger Vergnaud. 1990. *An Essay on Stress*. The MIT Press.
 Goldsmith, John A. 1990. *Autosegmental and Metrical Phonology*. Blackwell Publishers.
 Goldsmith, John A. ed. 1995. *The Handbook of Phonological Theory*. Blackwell Publishers.
 Goldsmith, John A. ed. 1999. *Phonological Theory: The Essential Readings*. Blackwell Publishers.
 Kager, Rene. 1999. *Optimality Theory*. Cambridge University Press Publishers.
 Kenstowicz, Michael. 1994. *Phonology in Generative Grammar*. Cambridge, Mass. & Oxford: Blackwell.
 Kenstowicz, Michael, and Charles Kisseberth. 1979. *Generative phonology: Description and theory*. Academic Press.
 McCarthy, John J. 2002. *A Thematic Guide to Optimality Theory*. Cambridge University Press.
 Odden, David. 2005. *Introducing Phonology*. 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 strong analytical skills and the ability to analyse phonological problems by means of the relevant theoretical frameworks and consistently shows original thinking.
A-	Frequently exhibits strong analytical skills and the ability to analyze phonological problems by means of the relevant theoretical frameworks and shows some original thinking.
B	Only occasionally exhibits strong analytical skills and the ability to analyse phonological problems by means of the relevant theoretical framework and shows some original thinking.
C	Only occasionally exhibits basic analytical skills and the ability to analyze phonological problems by means of the relevant theoretical framework, showing little evidence of original thinking.
D	Only occasionally exhibits basic analytical skills and the ability to analyze phonological problems by means of the relevant theoretical frameworks and lacks original thinking.
F	Unable to analyze phonological problems through the relevant theoretical frameworks.

Course schedule

Class/ week	Date	Topic	Requirements
1.	12 Jan	Introduction; Underlying forms	Hyman Ch.1; Hayes ch.5; Odden ch.4
2.	19 Jan	Introduction to rules and OT	Kager p.1-25
3.	26 Jan	Phonemic Analysis	K&K ch.2; Kager p.27-34
4.	2 Feb	Features	Hayes ch.4, Hyman ch.2
5.	16 Feb	Syllables	Kager ch.3; McCarthy Ch.3
6.	23 Feb	Stress and Metrical Theory	Hayes ch.14
7.	1 Mar	Midterm Exam	
8.	8 Mar	Stress in OT	Kager ch.4
9.	15 Mar	Nonlinear Phonology	Odden ch.9
10.	22 Mar	Rule Application and Long-distance Processes	K&K ch.8
11.	5 Apr	Interacting Processes	Kager ch 9
12.	12 Apr	Consultation	
13.	19 Apr	Presentation	

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Regine Lai
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Email:	ryklai@cuhk.edu.hk
Teaching Venue:	Li Dak Sum Building 218
Website:	Blackboard
Other information:	

Details of course website

Announcement, assignments, lecture slides and other course materials will be posted on 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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