

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/21/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Edward R. Barrett

Email: erbarr2@uky.edu

Phone: 859-257-3114

Responsible Faculty ID (if different from Contact)

Name: Andrew Byrd

Email: andrewbyrd@uky.edu

Phone: 859-536-3199

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 615

2c. Full Title: Advanced Phonology

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides an introduction to current constraint-based theoretical approaches within phonology, emphasizing Optimality Theoretic approaches. Within this framework students will analyze individual features, sounds and prosodic units, all within problem sets conducted in class and at home. This course may require LIN 640 taken concurrently.

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2k. Prerequisites, if any: LIN 515 (Phonological Analysis) or similar course approved by Director of Graduate Studies; may require LIN 640 taken concurrently.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate students in the degree program.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Ph.D. in Linguistics

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 615 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 615 NEW College Review|20150921

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 615 NEW Graduate Council Review|20151210

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

	ID	Attachment
Delete	5389	LIN 615.doc

First 1 Last

Upload File

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 9/21/2015
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ¹ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides an introduction to current constraint-based theoretical approaches within phonology, emphasizing Optimality Theoretic approaches. Within this framework students will analyze individual features, sounds and prosodic units, all within problem sets conducted in class and at home. This course may require LIN 640 taken concurrently.

k. Prerequisites, if any:

LIN 515 (Phonological Analysis) or similar course approved by Director of Graduate Studies; may require LIN 640 taken concurrently.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This will be one of several 600-level courses offered on a regular cycle for graduate s

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Ph.D. in Linguistics

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 615 Advanced Phonology : Optimality Theory

Day/Time/Place: TBD

Instructor: Andrew M. Byrd

Email: andrewbyrd@uky.edu

Office phone: 859-257-6983

Office address: 1375 POT

Preferred method on contact: e-mail

Office Hours: Tuesdays 1:00-2:00 pm

Prerequisite: LIN 515 (Phonological Analysis) or similar course approved by Director of Graduate Studies; may require LIN 640 Advanced Laboratory in Linguistics be taken concurrently

Course Description:

This course provides an introduction to current constraint-based theoretical approaches within phonology, emphasizing Optimality Theoretic approaches. Within this framework students will analyze individual features, sounds and prosodic units, all within problem sets conducted in class and at home.

Course Goals/Objectives:

The course aims to equip students with a sophisticated knowledge of the various techniques utilized in phonological analysis primarily in the context of the major constraint-based theory of generative phonology, Optimality Theory.

Student Learning Outcomes:

Upon completion of the course students will

- understand the major issues in contemporary phonological theory
- be able to conduct research on their own and read articles critically
- understand how to organize and analyze phonological data
- have a good grasp of articulatory and acoustic phonetics

Required materials

- Kager, René. 1999. *Optimality Theory*. Cambridge, UK: Cambridge University Press.

Supplementary readings distributed prior to class, include:

- Albright, Adam. ms. A Restricted Model of UR Discovery: Evidence from Lakhota.
- Albright, Adam. 2008. "Explaining universal tendencies and language particulars in analogical change," in Jeff Good (ed.) *Language Universals and Language Change*. Oxford University Press.
- Bochner, Harry. 1981. "The l --> o rule in Serbo-Croatian," in G. N. Clements (ed.), *Harvard Studies in Phonology*, Vol 2.
- Boersma, Paul and Bruce Hayes. 2001. "Empirical tests of the Gradual Learning Algorithm," *Linguistic Inquiry* 32: 45-86.

- Bresnan, Joan, Anna Cueni, Tatiana Nikitina, and R. Harald Baayen. 2007. "Predicting the Dative Alternation," in G. Boume, I. Kraemer, and J. Zwarts (eds.), *Cognitive Foundations of Interpretation*, Amsterdam: Royal Netherlands Academy of Science.
- Ernestus, Mirjam & R. Harald Baayen. 2003. Predicting the unpredictable: Interpreting neutralized segments in Dutch. *Language* 79: 5-38.
- Flemming, Edward. 2004. Contrast and Perceptual Distinctiveness" in Bruce Hayes, Robert Kirchner, and Donca Steriade, eds., *Phonetically-Based Phonology*. Cambridge: Cambridge University Press.
- Hayes, Bruce. 1989. "The prosodic hierarchy in meter", in Paul Kiparsky and Gilbert Youmans, eds., *Rhythm and Meter*. Orlando, Florida: Academic Press.
- Hayes, Bruce and Donca Steriade. 2004. Introduction: the phonetic bases of phonological markedness, in Hayes/Kirchner/Steriade 2004, *Phonetically Based Phonology*, Cambridge University Press.
- Potts, Christopher, Joe Pater, Karen Jesney, Rajesh Bhatt, and Michael Becker. 2009. Harmonic Grammar with Linear Programming: From linear systems to linguistic typology. To appear in *Phonology*. ROA 984-0708.
- Labov, William. 1972. "The isolation of contextual styles", Chapter 3 of his *Sociolinguistic Patterns*, University of Pennsylvania Press
- Moreton, Elliott. 2008. Analytic bias and phonological typology. *Phonology* 25:83-127.
- Steriade, Donca. 1997. "Lexical conservatism and the notion base of affixation."
- Bruce Tesar and Paul Smolensky. 2000. *Learnability in Optimality Theory*, MIT Press.
- Wilson, Colin. 2006. Learning Phonology With Substantive Bias: An Experimental and Computational Study *Cognitive Science* 30: 945-982.

Grading:

REQUIREMENTS:	GRADING SCALE:
6 Homeworks= 60%	90-100% A 0-69% E
1 final project=40%	80-89% B
	70-79% C

The homework assignments (each worth 10%) will be submitted in class. The assignments will involve the analysis of natural language data using the theoretical principles introduced in class.

The final project will involve an independent research project (~20 pages) demonstrating the student's understanding of Optimality Theoretic approaches to phonology. The project may involve a detailed analysis of the phonology of a single language or discussion of a theoretical issue exploring phonological phenomena across several different languages.

Tentative course schedule:

WEEK	TOPIC	READING ASSIGNMENTS*	WRITTEN HOMEWORK DUE-DATES	EXAM DATES
Week 1 (Jan 14)	Conflicts in grammars	Kager, ch. 1		
Week 2 (Jan 19, 21):	The typology of structural changes	Kager, ch. 2; selected articles		
Week 3 (Jan 26, 28):	Syllable structure and economy	Kager, ch. 3; selected articles		
Week 4 (Feb 2, 4)	Metrical structure and parallelism	Kager, ch. 4; selected articles	HW 1 due February 4	
Week 5 (Feb 9, 11):	Correspondence in reduplication	Kager, ch. 5; selected articles		
Week 6 (Feb 16, 18):	Output-to-output correspondence	Kager, ch. 6; selected articles	HW 2 due February 18	
Week 7 (Feb 23, 25):	Stratal OT	selected articles		
Week 8 (March 2, 4):	Harmonic Grammars	selected articles	HW 3 due March 4	
Week 9 (March 9, 11):	Learning OT grammars	Kager, ch. 7; selected articles		
Week 10 (March 16, 18):	SPRING BREAK			
Week 11 (March 23, 25):	Learning OT grammars	selected articles	HW 4 due March 25	
Week 12 (Mar 30, Apr 1)	Extensions to syntax	Kager, ch. 8; selected articles		
Week 13 (April 6, 8):	Constraints in morphology	selected articles	HW 5 due April 8	

Week 14 (April 13, 15):	Residual issues	Kager, ch. 9; selected articles	
Week 15 (April 20, 22):	The Big Picture	selected articles	HW 6 due April 22
Week 16 (April 27, 29):	<i>Group presentations</i>		
Final exam: 6 May			

Attendance Policy: In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session; if you do have to miss a class session, you must let me know the circumstances of your absence. If a student has three unexcused absences, her/his course grade will be reduced one letter grade. Students with an excused absence will be allowed to make-up assignments. If you must make up an assignment, contact me as soon as possible.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

If more than 20% of the classes scheduled for the semester are missed (excused or unexcused) students will be asked to petition to withdraw from the course.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Classroom behavior and decorum: Electronic Devices: Mobile phones, laptops, and other electronic devices are to be used only for appropriate purposes in class. If you must respond to an emergency call, keep your phone on vibrate and leave the room to take the call. The idea is to create as little distraction as possible – for your sake as well as mine and everyone else's. No texting, emailing, googling, facebooking, or other internet-type activities are allowed in class unless required by the lecture.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as

explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Suite 407, Multidisciplinary Science Building, 725 Rose Street, dtbeac1@uky.edu