

LING3008: Introduction to Phonology and Morphology

Callaghan

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognizes and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description This course is an introduction to the basic principles of phonology and morphology. We will look at the structure of segments, morphemes, simplex words, and complex words. The course concentrates on the basic concepts and methods of phonological and morphological analysis and description, and focuses on the practical analysis and description of a wide range of phenomena from a variety of languages.

Assumed Knowledge 10 units in linguistics at 1000 level
LING3006 or LING2006

Contact Hours

Callaghan

Lecture
Face to Face On Campus
2 hour(s) per Week for 12 Weeks starting Week 1

Tutorial
Face to Face On Campus
1 hour(s) per Week for 12 Weeks

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider
00109J

CONTACTS

Course Coordinator **Callaghan**

A/Prof Bill Palmer

Bill.Palmer@newcastle.edu.au

(02) 4921 5157

Consultation: By appointment - email bill.palmer@newcastle.edu.au to set a time.

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content

This course is an introduction to the basic concepts and methods of phonological and morphological analysis and description. It concentrates on practical analysis and description of a wide range of phenomena from a variety of languages. Topics to be covered include:

1. segment structure, features, and gestures;
2. morphemes and allomorphic variation;
3. simplex word structure, and phonotactics;
4. complex word structure, and metrical structure;
5. formal expression of phonological and morphological patterns.

Course Learning Outcomes**On successful completion of this course, students will be able to:**

1. Apply analytic methods to analyse phonological and morphological data;
2. Identify phonological units such as features, segments, syllables, and feet;
3. Demonstrate an understanding of the structural characteristics of morphemes and words;
4. Describe phonological structures in a formal way;
5. Characterise phonological and morphological diversity across languages.

Course Materials

Lecture Materials:

Lecture notes covering the week's content will be posted on Canvas before each lecture. Note: there are two lectures each week - the second lecture is not a repeat, you should attend both lectures each week.

Other Resources:

A set of course materials will be posted on Canvas at the beginning of the semester. These materials include IPA charts, phonological feature matrices, and a set of exercises for use during the tutorials and for practice at home. This set of materials **MUST** be printed out and brought to each tutorial.

Required Text:

Hayes, Bruce. 2009/2011. *Introductory phonology*. Oxford: Wiley-Blackwell.

Required Reading:

Mani, Nivadita. 2010. Phonological acquisition. In Nancy C. Kula, Bert Botma & Kuniya Nasukawa (eds.) *The Bloomsbury companion to phonology*. London: Bloomsbury Academic.
[Required for week 11.]

Recommended Text:

Students are invited to read chapter 1 of the Hayes textbook before the course starts to refresh their memory about phonetics.

Recommended Reading:

- Bavin, Edith L. & Letitia R. Naigles. (ed.) 2015. *The Cambridge handbook of child language*. Cambridge: Cambridge University Press.
- Carr, Philip. 2008. *A glossary of phonology*. Edinburgh: Edinburgh University Press.
- Carr, Philip & Jean-Pierre Montreuil. 2013. *Phonology*. 2ed. London: Palgrave Macmillan.
- Davenport, Mike, & S.J. Hannahs. 2010. *Introducing phonetics and phonology*. London : Hodder Education.
- de Lacy, Paul. (ed.) 2007. *The Cambridge handbook of phonology*. Cambridge: Cambridge University Press.
- Goldsmith, John A. (ed.) 1995. *The handbook of phonological theory*. Oxford: Blackwell.
- Gussenhoven, Carlos & Haike Jacobs. 2005. *Understanding phonology*. 2ed. London: Taylor and Francis.
- Haspelmath, Martin & Andrea Sims. 2013. *Understanding morphology*. 2ed. London: Taylor and Francis.
- Johnson, Wyn & Paula Reimers. 2010. *Patterns in child phonology*. Edinburgh: Edinburgh University Press.
- Katamba, Francis & John Stonham. 2006. *Morphology*. 2ed. London: Palgrave Macmillan.
- Kula, Nancy C., Bert Botma & Kuniya Nasukawa (eds.) 2010. *The Bloomsbury companion to phonology*. London: Bloomsbury Academic.
- Odden, David. 2013. *Introducing phonology*. 2ed. Cambridge: Cambridge University Press.
- Peng, Long. 2013. *Analyzing sound patterns*. Cambridge: Cambridge University Press.
- Spencer, Andrew & Arnold Zwicky (eds.) 1998. *The handbook of morphology*. Oxford: Blackwell.
- Tessier, Anne-Michelle. 2015. *Phonological acquisition: child language and constraint-based grammar*. London: Palgrave Macmillan.
- Trask, Robert L. 1996. *A dictionary of phonetics and phonology*. London: Routledge.
- van Oostendorp, Marc, Colin J. Ewen, Elizabeth Hume & Keren Rice (eds.) 2011. *The Blackwell companion to phonology*. Oxford: Blackwell.

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Readings |
|--------------------|-------------|--|--|-----------------------------------|
| 1 | 17 Jul | Phonology 1: Phonemes and allophones - basic principles | Contrastive and complementary distribution | Hayes Ch2 |
| 2 | 24 Jul | Phonology 2: Vowel features | Practicing phonological analysis: vowel environments | Hayes Ch3 |
| 3 | 31 Jul | Phonology 3: Consonant features | Practicing phonological analysis: consonant environments | Hayes Ch4 |
| 4 | 7 Aug | Phonology 4: Phonological processes | Practicing phonological analysis | Hayes Ch5 (Assig. 1 due 13/8) |
| 5 | 14 Aug | Morphology 1: Word formation - morphemes, concatenation, and the lexicon | Analyzing morphological structure | Hayes Ch6 |
| 6 | 21 Aug | Morphology 2: Allomorphy and morphophonology | Practicing morphophonological analysis | Hayes Ch7 |
| 7 | 28 Aug | No classes | No classes | Hayes Ch8 and Ch9 |
| 8 | 4 Sep | Prosody 1: Syllable structure | Practicing morphophonological analysis | Hayes Ch13 (Assig 2 due 10/9) |
| 9 | 11 Sep | Prosody 2: Syllables and words | Syllable structure and allomorphy | Hayes Ch13 (cont.) |
| 10 | 18 Sep | Prosody 3: Metrical structure and stress | Analyzing syllable and word structure | Hayes Ch14 (Assig. 3 due 24/9) |
| Mid-Term Break | | | | |
| Mid-Term Break | | | | |
| 11 | 9 Oct | Child acquisition of phonology | Child phonology | Mani 2010 |
| 12 | 16 Oct | Phonological planning and speech errors | Planning and errors | TBA |
| 13 | 23 Oct | Exam revision | Exam revision | Revise readings |
| Examination Period | | | | |
| Examination Period | | | | |

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

| | Assessment Name | Due Date | Involvement | Weighting | Learning Outcomes |
|---|--|--------------------------|-------------|-----------|-------------------|
| 1 | Written Assignment 1 (20%) | Sunday 13 August 11pm | Individual | 20% | 1, 2, 4 |
| 2 | Written Assignment 2 (20%) | Sunday 10 September 11pm | Individual | 20% | 1, 3, 5 |
| 3 | Written Assignment 3 (20%) | Sunday 24 September 11pm | Individual | 20% | 1, 4 |
| 4 | Formal Examination - closed book examination (40%) | TBA | Individual | 40% | 1, 2, 3, 4, 5 |

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Written Assignment 1 (20%)

| | |
|---------------------|--|
| Assessment Type | Written Assignment |
| Description | Phonemes and allophones |
| Weighting | 20% |
| Length | = 500 words |
| Due Date | Sunday 13 August 11pm |
| Submission Method | Online |
| Assessment Criteria | Application of analytic procedures to generate correct analysis of data. |
| Return Method | Online |
| Feedback Provided | Online |

Assessment 2 - Written Assignment 2 (20%)

| | |
|---------------------|--|
| Assessment Type | Written Assignment |
| Description | Morphemes and allomorphs |
| Weighting | 20% |
| Length | = 500 words |
| Due Date | Sunday 10 September 11pm |
| Submission Method | Online |
| Assessment Criteria | Application of analytic procedures to generate correct analysis of data. |
| Return Method | Online |
| Feedback Provided | Online |

Assessment 3 - Written Assignment 3 (20%)

| | |
|---------------------|--|
| Assessment Type | Written Assignment |
| Description | Prosodic analysis |
| Weighting | 20% |
| Length | = 500 words |
| Due Date | Sunday 24 September 11pm |
| Submission Method | Online |
| Assessment Criteria | Application of analytic procedures to generate correct analysis of data. |
| Return Method | Online |
| Feedback Provided | Online |

Assessment 4 - Formal Examination - closed book examination (40%)

| | |
|---------------------|---|
| Assessment Type | Formal Examination |
| Description | Phonemes and allophones; morphemes and allomorphs; prosodic analysis; child phonological acquisition; phonological planning and speech errors |
| Weighting | 40% |
| Length | = 2500 words |
| Due Date | TBA |
| Submission Method | Formal Exam |
| Assessment Criteria | Application of analytic procedures to generate correct analysis of data. |
| Return Method | Not Returned |
| Feedback Provided | No Feedback |

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

| Range of Marks | Grade | Description |
|----------------|-----------------------|--|
| 85-100 | High Distinction (HD) | Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives. |
| 75-84 | Distinction (D) | Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. |
| 65-74 | Credit (C) | Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes. |
| 50-64 | Pass (P) | Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes. |
| 0-49 | Fail (FF) | Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action. |

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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