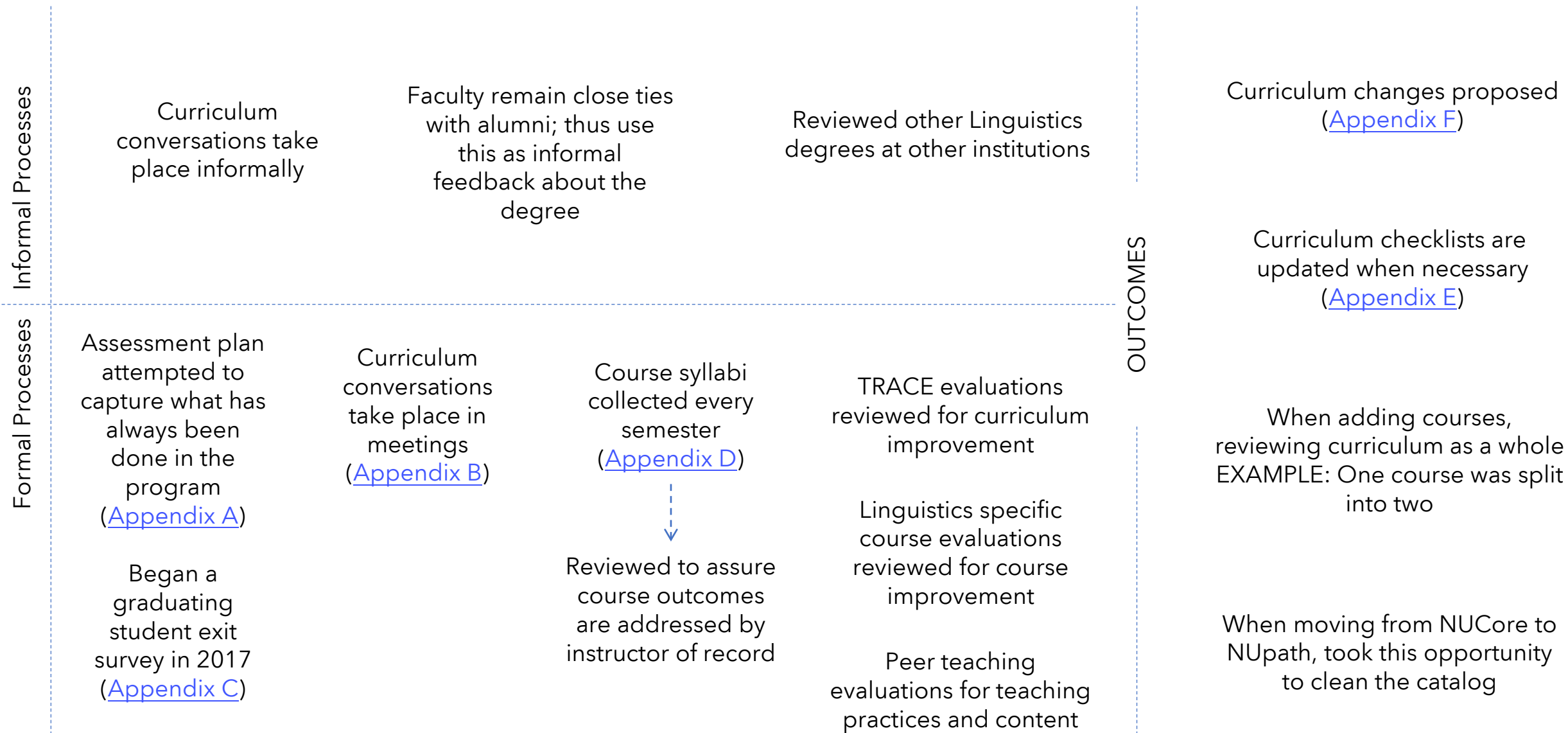


# Northeastern University

## BS Linguistics

Four non-tenure track faculty dedicated to teaching in Linguistics program



Appendix A  
**Plan for Curriculum Review and Revision**  
**Linguistics Major (Bachelor of Science)**  
**Linguistics Program, College of Science**  
**Northeastern University**

## **1 Overview**

The Linguistics Program is a small but thriving program in the College of Science. We have four full-time faculty appointed in Linguistics, and several other associated faculty appointed in other departments. As of this writing, we have a approximately 85 students enrolled in the Linguistics Program (including majors, combined majors and the minor), with a total of 30 students enrolled in the Linguistics Major, and we generally have five to six graduates a year in that major, with around a dozen graduates if the combined majors are include in that number.

This document outlines the learning outcomes for the Linguistics Major and the methods used to assess the degree to which those learning outcomes are met by our students, as well as the review and revision of the curriculum in general.

## **2 Learning Outcomes for the Linguistics Major**

Broadly speaking, students graduating with a degree in Linguistics at Northeastern should be able to solve problems and analyze data systematically to identify relevant patterns; present themselves professionally in both spoken and written modalities; and have gained basic scientific knowledge of the field of linguistics. More specifically, students are expected to have achieved the following outcomes:

(1) *Understand the basic structures that make up language.*

Student will demonstrate a familiarity with the core structural areas of linguistics (phonetics, phonology, morphology, syntax) by being able to **define** the linguistic units in these areas and **solve problems** by using standard linguistic methods to **identify patterns** in data drawn from a variety of familiar and unfamiliar languages.

(2) *Understand the cognitive and psychological aspects of language.*

Students will be able to **name** and **describe** the ways in which language is processed, comprehended, produced, and acquired from a psychological perspective.

(3) *Understand linguistic issues and phenomena within their broader socio-cultural contexts.*

Students will be able to **explain** the possible connections between language, culture, and society; **provide examples** of cultural and linguistic diversity; and **collect** and **analyze** data using methods drawn from the fields of anthropological linguistics and sociolinguistics.

(4) *Have breadth in the field by applying knowledge of language to some of the subfields of linguistics or related fields.*

Students will demonstrate breadth in one or more subfields of linguistics or other language-related fields by being able to **name** and **explain** key concepts in said field(s).

(5) *Have theoretical knowledge about how and why linguistic structures work.*

Students will demonstrate knowledge of at least one theoretic approach in at least three core areas that focus on the structure of language: (1) phonetics and phonology and (2) syntax, (3)

morphology or (4) semantics. The demonstration of that knowledge will include the ability to **identify** and **explain** terminology and concepts within the relevant framework as well as being able to apply the theory in **analyzing** natural language data, **identifying the relevant patterns**, and **generalizing a solution** to the problem presented.

(6) *Have knowledge of research practices in linguistics.*

Students will have basic research skills sufficient to **conduct** small-scale original research as well as **critically evaluate** existing and new research methods and findings in linguistics.

(7) *Have effective presentation skills.*

Students will be able to **communicate** linguistics concepts, processes, and results, both orally and in writing, to linguists and non-linguists.

These learning outcomes are posted on the College of Science website, at the following URL:  
<http://www.northeastern.edu/cos/academics-3/degree-program-learning-outcomes/#linguistics>

### **3 Curriculum review and assessment**

The Linguistics Program is committed to ensuring the best possible education for our students, and as such the faculty engage in ongoing curriculum review drawing from a variety of sources of evidence. Section 3.1 provides an overview of the assessment process and Section 3.2 introduces the typical sources of evidence relied on for assessing student attainment of the learning goals.

#### **3.1 Assessment Process**

The Linguistics Program assessment occurs on an ongoing basis and includes all of the faculty directly related to the Program. The Linguistics Program faculty meet biannually to discuss issues regarding the curriculum and/or the implementation of the curriculum, with extra meetings added as needed to address concerns as they arise. In advance of these meetings the Linguistics Program Director, Assistant Director, and Faculty Advisor solicit input from the faculty regarding any concerns or issues that should be put on the agenda: curriculum improvements to ensure that students are meeting the expected learning outcomes, changes in prerequisites, changes in how one or more courses feed into or inform another course, changes in the hierarchical structure of the major, new course proposals, changes in the skills or knowledge our students need to complete and succeed in the workforce, interests of our students in various subfields, and any other issues or concerns with the curriculum. At each meeting the question(s) under consideration is presented and a wide-ranging discussion generally follows. While this will sometimes result in a resolution of the question, at others the faculty will defer the decision until further evidence is obtained. If further information is needed, the faculty usually specify what type(s) of evidence is needed before they can move forward. Once a refinement or revision of one or more aspects of our curriculum is collectively agreed upon, the Linguistics Program Director and Assistant Director, working in collaboration with faculty members, take steps to ensure that the changes are implemented.

#### **3.2 Sources of evidence**

The faculty draws on a wide range of evidence to assess the curriculum. Some of the more typical types of evidence used for general review are listed below; examples of others can be

found in sections (4) and (5) where examples of past and ongoing assessments are briefly presented.

- (1) Review of in-class student surveys of courses, administered by the Linguistics Program (especially questions focused on what students report having learned)
- (2) Formal and informal feedback through the following channels:
  - a. Faculty Advisor in Linguistics, who meets frequently with students in the major and works with them in planning their course schedules, graduate school and professional plans, and also hears their concerns, complaints and concerns about the curriculum and course offerings.
  - b. College of Science Academic Advisor assigned to the Linguistics Major
  - c. College of Science Co-op Advisor assigned to the Linguistics Major
  - d. Co-op employers
  - e. Linguistics Club Faculty Advisor
  - f. Instructors
- (3) Institutional data provided by the College and the University, as needed
- (4) Faculty evaluation of student performance in benchmark courses

While assessment of the Learning Outcomes and Goals relies on a complex blend of the sources of evidence listed above, the faculty evaluation of student performance in benchmark courses is among the most important of our assessment tools, as it allows for a direct assessment of student achievement by experts in the field. Note that this assessment is not based on the grades earned by students in a given course, but by the faculty evaluation of specific elements of student work (most often an extensive research paper, but also occasionally a final exam, lab report, research proposal, or other artifact). Additionally, specific courses are targeted because of their direct relationship to the learning outcomes and goals for the major. With the exception of LING2350: Linguistic Analysis, all courses are high-level courses that should represent the final stages of student performance in these areas. LING2350 is also included because it serves as the first writing-intensive analytic course that students take in the major, and feeds into nearly all other high-level structural courses. Table 1 lists the benchmark courses, the artifacts assessed and the learning outcomes addressed by each.

Course	Artifact(s)	Learning outcomes addressed
LING2350 Linguistic Analysis	Final paper Poster presentation	(1) Core structural areas of linguistics (7) Presentation skills
PSYC4610 Lab in Psycholinguistics PSYC4612 Lab in Cognition	Lab report and/or research proposal	(2) Cognitive and psychological aspects of language
LING3412 Language and Culture	Ethnography of Communication	(3) Socio-cultural context of language
Elective LING courses	Representative paper(s) or other artifact(s)	(4) Breadth in the field
LING3422: Phonetics and Phonology LING3450: Syntax	Representative paper(s) or other artifact(s)	(5) Theory
LING 4654 Seminar in Linguistics	Student paper Poster presentation	(6) Research experience (7) Presentation skills

Table 1: Benchmark courses for ongoing curriculum assessment

Important to this assessment is the biannual Linguistics Program Poster Session where many of the courses in the curriculum require students to present their work (usually the results of an original research project). Students present posters to the wider community, as the event is open to the public. But an important aspect of this event is the attendance of the linguistics faculty who are able to interact with and assess the achievement of students from a range of courses and skill levels. This further enables the faculty to pinpoint issues where the curriculum may not be meeting our intended goals and outcomes for student learning.

Also important is the fact that our faculty work together closely to ensure that our courses appropriately prepare students for further, higher-level work. The faculty generally take turns teaching a wide range of courses in the curriculum, so our faculty nearly all have experience teaching the basic prerequisite courses as well as the senior-level seminars. This ensures that all of the faculty understand the complexities of the program as well as where the learning outcomes and goals are addressed in the curriculum. While this means that faculty give up a small degree of autonomy in their course content, it also ensures a greater degree of commitment to the overall success of the curriculum and student achievement of the learning outcomes. The appendix in Section (8) maps out the Learning Outcomes and Goals to specific elements in the curriculum.

#### **4 Results of recent assessment**

In the most recent biannual assessments, ongoing analysis and review of the curriculum has resulted in a number of significant changes to the curriculum. A few of the more significant changes are briefly reviewed in the following subsections.

##### **4.1 Recent changes in course requirements and/or offerings**

In examining the overall structure of the curriculum the faculty identified a number of weaknesses in late 2015 and early 2016. In order to be more fully prepared for future work in linguistics and language-related fields, students needed more depth and breadth in their knowledge of the core language structures. To remedy this, the faculty resolved to require one additional course focused on linguistic structure and theory (either in morphology or semantics). Working through the college and university level channels, this change took effect for all Linguistics Majors in the fall of 2016. This gives students further advanced exposure to the core structural areas of linguistics (Learning Outcome (1)), provides additional breadth of knowledge (Learning Outcome (4)), and further exposes them to theoretical models within the field (Learning Outcome (5)).

The year before, in early 2015, the faculty identified a gap in our curriculum: we realized that we offered no courses that focused on diachronic change, despite offering a number of courses that focus on synchronic change. This led to an elicitation of feedback from students, advisors, as well as an examination of other linguistics programs at the undergraduate and graduate level to ascertain the advisability of this step. The faculty ultimately decided that creating a high level elective course, LING3460: Historical Linguistics, would give the students an additional opportunity to increase the breadth of their knowledge (Learning Outcome (4): breadth of knowledge in the field) in a course with two prerequisites.

##### **4.2 Development of the *Northeastern University Working Papers in Linguistics***

Additionally, in recognition of the importance we place on student research, the faculty unanimously supported an effort last year (spring 2016) to launch the inaugural *Northeastern University Working Papers in Linguistics*. This gives undergraduate students in the program the

opportunity to submit their work for possible publication in this scholarly-reviewed volume. Despite the additional time burden on the faculty, they were highly supportive, as they felt that this volume underscores the importance of Learning Goals (6) Presentation Skills and (7) Research Skills both in and out of the classroom. Additionally, professionals and laypeople outside of the Linguistics Program at Northeastern can assess for themselves the caliber of the work that our students are completing.

#### **4.3 Other developments**

In late 2015 the faculty also agreed to investigate on-line learning, and one of the faculty agreed to develop and offer our first online course in linguistics to test the efficacy of online instruction. The first section was offered in August 2016, and in 2017 we will use instructor feedback and student evaluations of the course and course content to see whether on-line learning should have a permanent place in our curriculum: can online courses fully meet the rigor and depth we require in our courses, and can students fully attain our goals for these courses?

The faculty work together not just to ensure the achievement of students in the Linguistics Major, but also in other combined majors as well. In 2016, several students approached us with interest in combining linguistics with American Sign Language to create a new major. Again, the faculty worked with advisors, students and administrators to decide that this major was a good fit for the Linguistics Program and the students in the Program; this new combined major will be launched in the fall of 2017.

#### **5 Current assessment issues**

As our assessment methods are ongoing, there are issues that currently under consideration. The following three issues are ones that the Program leadership, the Faculty Advisor and/or faculty has raised. Each one is at varying stages of assessment, and is on the agenda for the 2017 calendar year.

First, the faculty are weighing the possible merits of dividing one of the central theory courses, LING 3422: Phonetics and Phonology into two distinct courses, and are working to evaluate the effects of this change on the rest of the curriculum. A white paper with details of the proposal to separate the two subjects has been written by one of the instructors of phonology and has been circulated to the other phonology faculty as well and the Program Director, Assistant Program Director, and the Faculty Advisor. The proposal will be reviewed and revised, and then circulated among the faculty in advance of our spring meeting. At that meeting the question will be debated. If a satisfactory conclusion is reached, the program leadership will take steps to implement those changes; if a conclusion is not reached, the faculty will likely recommend further study and specify the additional types of evidence that they would require to make a clear and cogent decision.

Second, the Faculty Advisor and some of the instructors have raised concerns that PSYC3464: Psychology of Linguistics, a course offered by the Psychology Department, may not be challenging enough for students in the Linguistics major. The faculty are currently discussing ways to investigate this further, both in terms of whether it is a real problem for our students (or just the perceived problem of a few loud voices), and also whether it would be possible for the Psychology Department to offer a dedicated section of the course for our majors from time to time, allowing the course to cover more and thus to be more challenging for our students.

Third, the experiential education requirement for the major will be revisited, as it was put in place nearly over a decade ago, and it is not clear that this requirement is truly meeting the Learning Objectives.

These issues, as well as others that are brought up by the faculty, students and the Program leadership over time, will be discussed, investigated, and worked on over the coming year.

## **6 Improvements in assessment**

In drawing up the Linguistics Program assessment plan, we find that having an ongoing review of our curriculum while drawing on a wide range of sources both fits our needs as a program and allows us to best serve the interests of our students: namely assuring that they have a high-quality learning experience. Despite the effectiveness of this model for the Linguistics Program, there are a few areas where that could be improved.

### **6.1 Report of Curriculum Review and Assessment**

In order to make the Linguistics Program's curriculum review and assessment more transparent to outsiders who may wish to evaluate the process, we will formalize the findings of our assessments. A report will be drawn from the minutes of our biannual meetings with the curricular questions considered as well as the resulting recommendations and action items agreed upon; a copy of this report will be kept on file on the Linguistic Program's Q-drive.

### **6.2 Exit survey**

The faculty have resolved to design and conduct an exit survey meant to investigate our graduating seniors' perceptions of their experiences, especially what they have learned during their time in the Linguistics major: importantly, the degree to which they believe they can demonstrate the expected student learning outcomes and the importance of the learning outcomes themselves. We are currently considering the type of design that would work best for our students as well as the questions we want to ask. We hope to have this rolled out in time for the spring 2017 graduation. This survey would then be revised, as needed, and administered annually thereafter.

### **6.3 Alumni survey**

In addition to investigating what recent graduates' perceptions about their attainment of the learning outcomes and the importance of those outcomes themselves, the faculty would also like to see whether those impressions change after graduation, or whether they have found the skills and knowledge covered in the learning outcomes valuable. The alumni survey would be developed and administered by the Linguistics Program. We hope to have this survey in place within a year, and will administer it one year post graduation and every three years thereafter.

## **7 Conclusion**

The Linguistics Program is committed to keeping a student-centered curriculum that is rigorous, relevant, and up-to-date. The current model adopted by the Program allows for the highest possible degree of assessment of the curriculum and student learning outcomes. By relying on ongoing collaborative assessment based on expert evaluation of student work as well as other supplemental sources of evidence, the faculty achieve both a deep understanding of and

commitment to the curriculum and work collectively to ensure that students reach their highest possible levels of attainment of the learning goals.

## 8 Appendix: Mapping of Learning Goals and Outcomes to the Curriculum

The following table maps the learning goals and outcomes with the specific location where those learning goals and outcomes are addressed in the curriculum.

Broadly speaking, students graduating with a degree in Linguistics at Northeastern should be able to solve problems and analyze data systematically to identify relevant patterns; present themselves professionally in both spoken and written modalities; and have gained basic scientific knowledge of the field of linguistics. More specifically, students are expected to have achieved the following outcomes:		
<i>(1) Understand the basic structures that make up language.</i>		
<i>Outcomes</i>	<i>Location in curriculum</i>	<i>Artifact assessed</i>
Student will demonstrate a familiarity with the core structural areas of linguistics (phonetics, phonology, morphology, syntax, and semantics) by being able to <b>define</b> the linguistic units in these areas and <b>solve problems</b> by using standard linguistic methods to <b>identify patterns</b> in data drawn from a variety of familiar and unfamiliar languages.	<b>Introduced</b> LING1150 Introduction to Language and Linguistics	
	<b>Reinforced</b> LING2350 Linguistic Analysis	(1) Final paper (2) Poster presentation
	<b>Advanced</b> LING3422: Phonetics and Phonology  LING3450: Syntax  LING3424: Morphology [OR] LING3452: Semantics	(1) Representative work in each course, as determined by instructor
<i>Understand the cognitive and psychological aspects of language.</i>		
<i>Outcomes</i>	<i>Location in curriculum</i>	<i>Artifact assessed</i>
Students will be able to <b>name</b> and <b>describe</b> the ways in which language is processed, comprehended, produced, and acquired from a psychological perspective.	<b>Introduced</b> PSYC1101 Foundations of Psychology	
	<b>Reinforced</b> PSYC3464 Psychology of Language	
	<b>Advanced</b> PSYC4610 Lab in Psycholinguistics PSYC4612 Lab in Cognition	(1) Lab report and/or research proposal
<i>Understand linguistic issues and phenomena within their broader socio-cultural contexts.</i>		
<i>Outcomes</i>	<i>Location in curriculum</i>	<i>Artifact assessed</i>
Students will be able to <b>explain</b> the possible connections between language, culture, and society, <b>provide examples</b> of cultural and linguistic diversity, as well as <b>collect</b> and <b>analyze</b> data using methods drawn from the fields of anthropological linguistics and sociolinguistics.	<b>Introduced</b> LING1150 Introduction to Language and Linguistics	
	<b>Advanced</b> LING3412 Language and Culture	(1) Ethnography of Communication (2) Poster presentation
<i>Have breadth in the field by applying knowledge of language to some of the subfields of linguistics or related fields.</i>		
<i>Outcomes</i>	<i>Location in curriculum</i>	<i>Artifact assessed</i>
Students will demonstrate breadth in one or more subfields of linguistics or other language-related fields by being able to <b>name</b> and <b>explain</b> key concepts in said field(s).	3000-level and 4000-level electives in a range of topics.	(1) Representative work in each course, as determined by instructor
<i>Have theoretical knowledge about how and why linguistic structures work.</i>		
<i>Outcomes</i>	<i>Location in curriculum</i>	<i>Artifact assessed</i>
Students will demonstrate knowledge of at	LING3422: Phonetics and Phonology	(1) Representative



<p>least one theoretic approach in at least three core areas that focus on the structure of language: (1) phonetics and phonology, (2) syntax, (3) morphology or (4) semantics. The demonstration of that knowledge will include the ability to <b>identify</b> and <b>explain</b> terminology and concepts within the relevant framework as well as being able to apply the model in <b>analyzing</b> natural language data, <b>identifying the relevant patterns</b>, and <b>generalizing a solution</b> to the problem presented.</p>	<p>LING3450: Syntax  LING3424: Morphology [OR] LING3452: Semantics</p>	<p>work in each course, as determined by instructor</p>
<p><i>Have knowledge of research practices in linguistics.</i></p>		
<p><i>Outcomes</i></p>	<p><i>Location in curriculum</i></p>	<p><i>Artifact assessed</i></p>
<p>Students will have basic research skills sufficient to conduct small-scale original research as well as <b>critically evaluate</b> existing and new research methods and findings in linguistics.</p>	<p><b>Introduced</b> LING2350 Linguistic Analysis  PSYC 2320 Stats in Psychological Research</p> <p><b>Reinforced</b> LING3412 Language and Culture</p> <p><b>Advanced</b> PSYC4610 Lab in Psycholinguistics [OR] PSYC4612 Lab in Cognition  LING 4654 Seminar in Linguistics [OR] PSYC 4658 Seminar in Psycholinguistics</p>	<p>(1) Final paper (2) Poster presentation</p> <p>(1) Ethnography of Communication (2) Poster presentation</p> <p>(1) Final paper or equivalent</p>
<p><i>Have effective presentation skills.</i></p>		
<p><i>Outcomes</i></p>	<p><i>Location in curriculum</i></p>	<p><i>Artifact assessed</i></p>
<p>Students will be able to <b>communicate</b> linguistics concepts, processes, and results effectively and professionally, both orally and in writing, to linguists and non-linguists.</p>	<p><b>Introduced</b> LING 2350 Linguistic Analysis</p> <p><b>Reinforced</b> LING3412 Language and Culture</p> <p><b>Advanced</b> LING 4654 Seminar in Linguistics [OR] PSYC 4658 Seminar in Psycholinguistics  (Not required in the curriculum, but strongly encouraged: LING4891 Research Seminar [OR] other research experience)</p>	<p>(1) Final paper (2) Poster presentation</p> <p>(1) Ethnography of Communication (2) Poster presentation</p> <p>(1) Final paper or equivalent (2) Poster presentation, as applicable</p>

## Appendix B: Curriculum Conversations

### December 2016 Faculty Meeting

Dec. 13, 2016

**In Attendance: Julia Cathcart, Heather Littlefield, Shiti Malhotra, Adam Cooper, Rob Painter, Neal Pearlmutter, Janet Randall**

### Misc. Announcements

- Janet- Language and Law Conference March 30-31 at the Law School (Janet will send rough schedule)- *Topic: The syntax of Justice: Law Language Access and Exclusion*- no charge
  - Heather- Volunteer/work-study opportunities for our students? - Janet will check
- Neal on sabbatical in the Spring- will be on campus- Heather in charge

### Set Year-end dinner date, spring research presentation event date

- Year-end dinner date- Wednesday, May 3
- Poster Session- Wednesday, April 19- Eagan (upstairs)

### Reminders for spring start of classes

- Student Employment- update jobs/applications
- Spring syllabi to Julia
- Grader contracts to Julia

### Annual Faculty Merit Reviews

- Collect data January/February
- Neal will send info then get it to Julia (end of January?)- Neal will be doing them in the Summer

### Programs Update

- Numbers of majors (on handout)
- About 30 majors
- CS/Ling combined major very popular

### ASL & Ling Combined Major

- Will go through and be available soon (a few people waiting to sign up)
- Rob- Dual majors w/World Languages Center? - Probably not enough courses on their side- maybe some possibilities...
- This Fall- students can enter as combined major
  - Could help with our visibility
  - Keep thinking about ways to get more majors

### New Linguistics website

- Starting at Spring (hopefully)
- Faculty page- links to CVs- send latest copy to Julia as PDF (when they're updated)
- Julia send an email in the next few weeks to collect CVs

- COS faculty list (coming from COS site) tenure vs. non-tenure issue- according to Dean website is changing- we're stuck with it unless they change it (since it's COS website and not Linguistics)

### **Developing learning outcomes by major, plus outcomes assessments**

- Outcomes assessments- What students have learned by completing the major- Linguistics major is finished (combined majors soon)
- Assessment plan
- Hopefully use what's already in place (mostly)
- Syllabi learning goals- to match with overall curriculum

### **NU Working Papers update (Shiti)**

- 9 papers- 6 selected (2 minor revisions, 2 major revisions (1 backed out), 2 substantial rewriting (1 backed out))- ended up with 4
- Another volume for Spring- Faculty send to Shiti (the more the better) goal is 8-9 to publish 3-4
- Janet- students not in major?- we are open to those papers as well (related to Linguistics)
- By the end of the summer we should come out with the second volume
- Rolling- spread the work out (end of Fall then end of Spring)

### **Online course development (Adam)**

- Offer more online courses
- Non-major language and culture? Other Intro? English Now and Then?
- Difficult to do the course but helpful with the fellowship

### **Splitting Phonetics & Phonology (Rob)**

- Too much material for one course- very full (unbalanced)
- Work up to keeping phonetics as a separate course (over next couple years)
- Phonetics would be a separate course and not requirement for phonology
- Students coming out of the program might never take phonetics?
- Possibly change requirement from either Morphology and Semantics to either Morphology, Semantics, or Phonology?

### **Light enrollment concerns (Janet)**

- Intro for this year- working on it in terms of outreach- teaching less Intro courses next year
- Cross-listing?- maybe a possibility?
- Overloads- summer courses- probably not a large impact
- Things trending downward (but not uniformly)- not because of majors
- Time, random variation
- Advertise in the dorms- Julia

- Focus on internal students
- Go over current recruitment strategies for internal student/general advertising (see agenda)
- Focus on April 10- Fall registration
- On the schedule: Tables, Welcome days, classroom visits
- Brainstorming- list Julia & Gabbi came up with
- How can we fill intro classes?

Ideas:

- Cross listing- saw growth when we had cross-listing
  - o Effort in COS (they might be open to it)
  - o Target people who are more likely to be interested
  - o Subcommittee from Linguistics?
  - o Heather will ask at Dean level
- Visiting the classrooms- very helpful
  - o Tell your roommates if you like it
  - o Once per semester- bring a friend to class
    - Pilot this term to see if it works?
  - o Combine it with the Poster sessions
    - Send out an email if they are interested in Ling courses
  - o Work into presentation days?
  - o Separate day where we have people bring someone and faculty speak
  - o More casual talks from faculty- current events- more accessible than talks for majors/minors
  - o Post-election series- maybe we can get involved
- Active outreach to related clubs
  - o Faculty speak to clubs
- Facebook page
  - o Have work study post something every day
  - o Visit classrooms, post related articles
  - o Other social media platforms?
- Long term
  - o World Languages Center- they need higher level students
  - o Linguistics plus foreign languages majors
    - Heather working on Linguistics and Spanish now
  - o CS- students would want to hear about the crossover
    - Target CS students- info specific to CS
    - Careers in Computational Linguistics
    - CS club?
- Mailing list to departments about linguistics- ask them to send things out, talk about how programs relate to Linguistics
- On the website- mini documentaries about what is Linguistics- Videos on website, social media; videos from other sources- related to other subjects
  - o Video about Neanderthals/people relating to language
- Stories about students who have changed from other majors
- Janet can talk to other departments regarding cross listing

- T-shirts for students/stickers/water bottles
- Raffle/contest- add to email list- people need to solve problems
- Cascadilla press- stickers

## **Tue. March 28, 2017 Faculty Meeting**

**3:30-4:00pm**

**545 Nightingale Hall**

**In Attendance: Heather Littlefield, Julia Cathcart, Adam Cooper, Shiti Malhotra, Robert Painter, Janet Randall**

### **Announcements**

*Recruitment efforts for fall registration*

- Heather giving spiel in Intro courses (10-15 minutes is good length)

*Upcoming Events*

- Poster session will be Tuesday, April 18 from 5:30-7:00pm in Egan Center Conference Room 440 (NOT on Wednesday)
- Graduation Dinner
  - 12 majors and combined majors invited (not sure how many will be coming); no minors have been invited yet
  - Possibly get the bottom floor of Addis Red Sea? (Julia will check)
  - Dictionaries/thesauri are coming in for graduates
    - Julia will stick small picture of student in the books with the students' names to help faculty remember who they are when they are signing them
    - Shiti suggests we buy cards to go with the books
      - Heather- we will add tags with students' names to the books but we want faculty to sign the books because it's a part of the gift that students appreciate

*Number of students in program*

- 87 total enrolled
- Graduating: 12 majors/combined majors and 9 minors

*Assessment plan for NEASC*

- We have assessment plan in place – everything is built into what we are already doing now
- Learning outcomes updated
  - Faculty don't need to connect syllabi directly to them since they can be different for majors/combined majors

### **Select date for end of year party**

- Rob is out of town April 23
- Rob has space outside at his house and would be willing to host
- Close to campus might be easier for students to get to (maybe we'll get more people attending if it's closer to campus
  - Julia will look for locations
- Date chosen: Saturday, April 29

### **Phonetics and Phonology Course Proposal**

- Separate Phonetics and Phonology into two courses with Phonology as a core course and phonetics as an elective offered every few years

- Heather sent out mock-up syllabi
- Janet asks about NUPATH requirements
  - Phonetics would probably require intro minimally but we should consider what prerequisites we would need to have
- Janet asks if we have enough equipment for a phonetics course
  - Rob: yes; Neal bought several recorders/headsets for program
- Concerns about overlap with Bouvé
  - Their courses are on English phonetics with a more of a clinical/applied focus but ours would be cross-linguistic so there shouldn't be an issue (our course should be able to cover their requirements)

### **Working Papers**

- Already one submission from Rob
- Shiti is looking for submissions from faculty (papers from spring and fall) to go through the same process as last year
- Probably 6-8 papers can be narrowed down to 4
- We want to come back with the next issue in the fall
- Deadline: May
- Janet asks if a paper from her students that overlaps with linguistics can be submitted (Shiti says that it can be submitted)
- Rob has some papers from Sociolinguistics that he can submit

### **Janet's Announcements**

- Giving a talk at BU (based on "research three ways" talk at LSA); it will be an hour and a half workshop the Sunday after the conference (November 5)
  - If anyone wants one here, maybe we can organize that
- Syntax of Justice conference
  - Almost full (there will be a wait list so people can still go if they haven't registered yet)
  - There won't be an overflow room for live stream because they are recording instead of live streaming
    - Check where the recordings will be- if they are online we might be able to link to them on our website
  - People from law school and linguistics coming
  - Students from our program are helping out
    - To get more to volunteer faculty could possibly let people know about the opportunity and/or give students extra/participation credit for going
  - On NPR today there was a segment about language & law

### **Miscellaneous**

*Admin for Phonetics/Phonology course changes*

- Heather has syllabi
- Neal needs to go through them

- Then there are forms to fill out
- Heather is passing this to Neal

*1000 level online course?*

- Rob might build a 1000 level online course (like English Now and Then) to try to get people into the program
- We should be able to get the course approved before we make it an online course
- Adam: these online courses are probably not really a gateway to get students in the program
  - From Adam's experience with the online course, people are often on their way to graduate and only taking the online course to fill requirements
  - It might be better to have an on-site course
  - It would be interesting to see how other programs use online courses
- Rob: maybe a watered-down language and culture/languages of the world on-site course would get people interested
- Janet: in order to get people into the program we might gain something from cross-listing- maybe we should try to push things through College of Science

*Suggestion*

- Schedule faculty meetings at the beginning of the semester so we can block them in and have more time to discuss things



## Linguistics Program at Northeastern

### MEETING INFORMATION

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Focus: Faculty meeting  
Date: 28 March 2017  
Time: 3:30pm – 4:00pm  
Location: 545 Nightingale  
Facilitator: Heather Littlefield  
Attendees: Julia Cathcart, Adam Cooper, Shiti Malhotra, Robert Painter, Janet Randall

### AGENDA

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1. Welcome: 1 minute
2. Announcements: 4 minutes
  - a. Recruitment efforts underway for fall registration (begins April 10)
    - i. ASL-Linguistics combined major starts in fall
  - b. Upcoming events
    - i. Poster Session: Tuesday, April 18; 5:30-7:00pm; Egan Center Conference Room 440
    - ii. Graduation Dinner: Wednesday, May 3 (~6:30)
  - c. Number of students in program
    - i. 87 total enrolled
    - ii. Graduating: 12 majors and combined majors; 9 minors
  - d. Assessment plan for NEASC
3. Select date for end of year party: 5 minutes
  - a. Sunday, April 23 - *no rob*
  - b. Saturday, April 29 → *same the date*
  - c. ~~Saturday, April 30~~  
*Sunday*
4. The Syntax of Justice Conference: 8 minutes (Janet)
  - a. March 30 and 31
  - b. 240 Dockser Hall

*→ Back to Nov. 4*  
*Recording, not live streaming.*  
*→ link to recordings? on website*  
*NPR - jing instructions*  
*• attributes*
5. Phonetics and Phonology: brief introduction to proposed change in course structure: 8 minutes (Rob, Adam)
  - a. Separate Phonetics and Phonology into two courses
  - b. Phonology stays as part of the “core” courses in the linguistics majors, offered every year
  - c. Phonetics becomes an elective course offered every other year or so
6. Working Papers: plan for this year: 4 minutes (Shiti) | *Submissions -*  
*Mid May for submission*
7. Closing

Resources:

<https://hbr.org/2016/02/the-magic-of-30-minute-meetings>

# Materials for a proposed revised LING 3422

Cooper, Adam

Mon 2/27/2017 12:39 PM

Inbox

To: Littlefield, Heather <H.Littlefield@northeastern.edu>; Painter, Rob <r.painter@northeastern.edu>;

Hi Heather and Rob,

I hope the last week before the break has gotten off to a good start for you both!

In anticipation of our meeting tomorrow afternoon, and following up on what Rob had already put together (which in general looks good to me), I was just writing to pass along some materials I prepared for a proposed revision of LING 3422: a draft of an updated description for the Course Catalog / Banner, as well as drafts of updated objectives and learning outcomes.

See you tomorrow.

Best,  
Adam

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## ***Course Catalog / Banner description (current):***

Surveys phonetics and phonology from both descriptive and theoretical perspectives. Phonetic topics include types of consonant and vowel articulations found cross-linguistically, aerodynamics of speech production, and the phonetics of supersegmentals. Basic approaches to phonology include underlying and surface representations, phonological rules, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to acquire practical skills in broad and narrow phonetic transcription, as well as phonological analysis.

## ***Course Catalog / Banner description (proposed revision):***

Surveys phonology from both descriptive and theoretical perspectives. Concepts covered include underlying and surface representations, phonological rules, phonological features and feature geometry, morphophonological alternation, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to reinforce practical skills in broad and narrow phonetic transcription, and develop facility with rigorous phonological analysis, based on extensive engagement with sound-based data from a variety of languages.

## ***Objectives (proposed):***

- 1) to gain an advanced understanding of theoretical concepts in phonology, including underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals.
- 2) to acquire expertise in analyzing linguistic data pertaining to the sound systems of languages, on a number of different levels (segments, morphemes, syllables)

***Learning Outcomes (proposed):***

- Identify, explain, and use critical terminology, concepts, and theories in phonology.
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of segments (phonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of morphemes (morphophonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of suprasegmentals (syllabification)
- Analyze and model phonological phenomena using formal linguistic theory
- Evaluate the relative strengths and weaknesses of alternative hypotheses for a single phonological phenomenon

# Proposals for new Ling 3421: Phonetics and revised Ling 3422: Phonology

Painter, Rob

Fri 2/10/2017 2:23 PM

To: Cooper, Adam <a.cooper@northeastern.edu>; Littlefield, Heather <H.Littlefield@northeastern.edu>;

2 attachments (371 KB)

Ling 3421 Phonetics (Proposed).pdf; Ling 3422 Phonology (Proposed).pdf;

Dear Adam (and Heather),

At our faculty meeting last December, I proposed developing separate courses for phonetics and phonology. Neal seemed to be nominally in support of the idea, so I have gone ahead and sketched out what a *new* Ling 3421: Phonetics course might look like, and *revised* what Ling 3422: Phonology might cover without the phonetics component.

Since I have taught the existing Ling 3422 just recently with a focus on phonetics, I used my old syllabus as a template to build the new Ling 3421 syllabus; likewise, since Adam tends (?) to focus more on phonology in his version of the existing Ling 3422, I have shamelessly stolen and modified his syllabus as a template for the new / revised Ling 3422 syllabus. *Please note, I wasn't trying to delineate territory, making phonetics "mine" or phonology "Adam's"*. Actually, in a world where these course proposals come to fruition, it would be very exciting and refreshing for Adam and myself to continue to rotate the course(s) per term as we've done.

The results of the proposals are very encouraging. You should certainly review the attached syllabi to see the proposed changes but some highlights of what each would cover:

- **Ling 3421: Phonetics:** heavy focus on articulatory phonetics, transcription, acoustic phonetics and Praat, auditory phonetics, and the phonetics of supersegmentals.
- **Ling 3422: Phonology:** heavy focus on phonemes, phoneme alternations, morphophonology, syllables, prosody, auto segmental phonology, and time for theoretical coverage such as diachronic phonology and Optimality Theory.

At first I was going to circulate this to just Adam in a first cycle on the issue of course content, but I wanted to include you too, Heather, since one of the prime tasks (according to Neal) would be to finalize language for the course description(s), particularly for the revised version of Ling 3422, not to mention to have a

strong sense of the phrasings for Course Goals vis-a-vis Learning Outcomes. I never feel confident using the Bloom's Taxonomy of verbiage like: '*Student shall gain a survey understanding of X...*', etc. So general or specific thoughts on content and course descriptions would be appreciated.

At some (any) stage, we can open this up to everyone else (Shiti, Janet, and Neal), but I didn't want to send this out to everyone half-developed. For instance, I still don't have a strong answer for the question how a Ling 3421: Phonetics course would fit into the sequence of courses or relate to requirements for the degrees. To me, the more primary issue is simply having a phonetics course which stands alone from phonology, because there is far too much interesting ground in the area of phonetics/phonology which can be covered in the existing Ling 3422, as I hope Adam will agree.

So, thoughts? Thanks!

Rob

Robert K. Painter, Ph.D.

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Lecturer of Linguistics, Linguistics Program  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115  
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546 Nightingale  
617.373.6857  
r.painter@neu.edu  
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# B.S. in Linguistics Checklist

## Courses for the Major (68 SH)

### General Requirements (7 courses)

Intro to Lang & Linguistics <sup>1,5</sup>	LING 1150	_____
Linguistic Analysis <sup>A</sup>	LING 2350	_____
Language & Culture <sup>A,B,3,7,9</sup>	LING 3412	_____
Phonetics & Phonology <sup>C,4,6</sup>	LING 3422	_____
Syntax <sup>C,4,6</sup>	LING 3450	_____
Psychology of Language <sup>D</sup>	PSYC 3464	_____
One of the following:		_____
Morphology <sup>C,4,6</sup>	LING 3424	
Semantics <sup>A,N,4,6</sup>	LING 3452	

### Language Requirement (2 courses)

(two courses in the language of your choice, with a minimum grade of C in each) \_\_\_\_\_

### Laboratory Requirement (3 courses)

Foundations of Psych <sup>1,5</sup>	PSYC 1101	_____
Stats in Psych Research <sup>D,6</sup>	PSYC 2320	_____
One of the following:		_____
Lab in Psycholing <sup>B,E,F,G,9</sup>	PSYC 4610	
Lab in Cognition <sup>B,E,F,G,9</sup>	PSYC 4612	
or, with prior advisor approval:		
Research Sem in Ling <sup>H,10</sup>	LING 4891	
Dir Study Research <sup>H,10</sup>	PSYC/LING 4991	

### Linguistics Electives (4 courses)

See list of choices to the right. \_\_\_\_\_

These cannot simultaneously cover other major requirements, and at most one course numbered 4890+ can count. \_\_\_\_\_

### Junior/Senior Seminar (1 course)

One of the following:		_____
Sem in Linguistics <sup>C,G,J,9,11</sup>	LING 4654	
Sem in Psycholing <sup>E,F,G,9,11</sup>	PSYC 4658	

### Linguistics Elective Course List

LING 3402	African-American English <sup>A</sup>
LING 3424	Morphology <sup>C,4,6</sup>
LING 3428	African Languages <sup>A</sup>
LING 3430	Applied Linguistics <sup>A</sup>
LING 3432	Romance Linguistics <sup>A,M</sup>
LING 3434	Bilingualism <sup>A</sup>
LING 3436	Structure of Spanish
LING 3438	Structure of French
LING 3442	Sociolinguistics <sup>A,B,5,7,9</sup>
LING 3444	Linguistics in Education <sup>A</sup>
LING 3448	Issues in Linguistics <sup>A</sup>
LING 3452	Semantics <sup>A,N,4,6</sup>
LING 3454	History of English <sup>A</sup>
LING 3456	Language and Gender <sup>A,B,5,7,9</sup>
LING 3458	Topics in Linguistics <sup>A</sup>
LING 3460	Historical Linguistics <sup>C</sup>
LING 4654	Seminar in Linguistics <sup>C,G,J,9,11</sup>
LING 4891	Research Seminar in Linguistics <sup>H,10</sup>
LING 4970	Junior/Senior Honors Project 1 <sup>H,K</sup>
LING 4971	Junior/Senior Honors Project 2 <sup>H,K</sup>
LING 4991	Directed Study Research <sup>H,10</sup>
LING 4993	Independent Study <sup>H</sup>
DEAF 2700	ASL Linguistics <sup>A,B,G</sup>
LANG 3438	Structure of French <sup>A</sup>
PHIL 1215	Symbolic Logic
PHIL 4540	Philosophy of Language <sup>B,G,O</sup>
PSYC 3466	Cognition <sup>D</sup>
PSYC 4520	Language and the Brain <sup>F</sup>
PSYC 4522	Psychology of Reading <sup>F</sup>
PSYC 4524	Cognitive Development <sup>P</sup>
PSYC 4610	Lab in Psycholinguistics <sup>B,E,F,G,9</sup>
PSYC 4612	Lab in Cognition <sup>B,E,F,G,9</sup>
PSYC 4658	Seminar in Psycholinguistics <sup>E,F,G,9,11</sup>
PSYC 4660	Seminar in Cognition <sup>E,F,G,9,11</sup>
PSYC 4674	Sem in Cognitive Neurosci <sup>E,F,G,9,11</sup>
PSYC 4991	Directed Study Research <sup>H,10</sup>

See reverse for notes on prerequisites (letters) and for covered NUPATH categories (numbers).

# B.S. in Linguistics Checklist

## NUpath Requirements (16 SH)

See <http://www.northeastern.edu/core/> for a complete description of the NU Core Curriculum.

Most NUpath requirements are fulfilled by courses for the major, as indicated (square brackets).

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**1. Natural & Designed World** [LING 1150]

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**2. Creative Expression & Innovation**

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**3. Interpreting Culture** [LING 3412]

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**4. Formal & Quantitative Reasoning**  
[LING 3422]

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**5. Societies & Institutions** [LING 1150]

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**6. Analyzing & Using Data** [LING 3422]

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**7. Differences & Diversity** [LING 3412]

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**8. Ethical Reasoning**

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**9. Writing Across Audiences & Genres**

College Writing \_\_\_\_\_  
 Advanced Writing in the Disciplines \_\_\_\_\_  
 Writing-Intensive in the Major 1 [LING 3412]  
 Writing-Intensive in the Major 2 [Jr/Sr Seminar]

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**10. Integration of Experience**

One of the following: \_\_\_\_\_  
 Directed Study Research<sup>H</sup> LING 4991  
 Jr/Sr Honors Project<sup>H,K</sup> LING 4970/4971  
 Study Abroad (not a Dialogue)

Courses covering this requirement also typically count as Linguistics Electives.

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**11. Capstone Experience** [Jr/Sr Seminar]

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## Free Electives (44 SH)

Complete additional courses to total 128 SH.

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### Prerequisite Notes

- <sup>A</sup>LING 1150
- <sup>B</sup>ENGW 1111
- <sup>C</sup>LING 2350
- <sup>D</sup>PSYC 1101
- <sup>E</sup>PSYC 2320
- <sup>F</sup>PSYC 3464 or PSYC 3466
- <sup>G</sup>Junior or Senior standing
- <sup>H</sup>Prior approval
- <sup>J</sup>Two 3000-level LING courses
- <sup>K</sup>Honors Program participation/eligibility
- <sup>M</sup>Reading knowledge of a Romance language
- <sup>N</sup>NU Core Math/Analytical Thinking Level 1
- <sup>O</sup>PHIL 1115 and PHIL 1215
- <sup>P</sup>PSYC 3404 or PSYC 3466

**LINGUISTICS 3422: Phonology**  
 [lɪŋ 'gwɪstɪks 'θə-rɪfə.ɪ twəni'tu: fə'nalədʒi]

**Fall 201X**  
**4 Credits**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Adam I. Cooper  
**Office:** 547 Nightingale Hall  
**Email:** [a.cooper@neu.edu](mailto:a.cooper@neu.edu) (the best way to reach me)  
**Phone:** (617) 373-3175  
**Office Hours:** Tuesdays 11:45-12:45pm, 3:30-4:30pm; Wednesdays 10:00-11:00am;  
 and by appointment

**COURSE INFORMATION**

*Meetings*

**Time:** Tuesday, Friday 1:35-3:15pm (CRN #####)  
**Location:** 277 Ryder Hall

*Course Description*

Surveys phonology from both descriptive and theoretical perspectives. Concepts covered include underlying and surface representations, phonological rules, phonological features and feature geometry, morphophonological alternation, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to reinforce practical skills in broad and narrow phonetic transcription, and develop facility with rigorous phonological analysis, based on extensive engagement with sound-based data from a variety of languages.  
 [as per AC's suggestions, 2/27/2017]

*Prerequisites*

LING 2350. This course assumes a familiarity with basic linguistic concepts and methods of analysis.

*Objectives*

By the end of the semester, students will:

- 1) to gain an advanced understanding of theoretical concepts in phonology, including underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals;
- 2) to acquire expertise in analyzing linguistic data pertaining to the sound systems of languages, on a number of different levels (segments, morphemes, syllables).



### ***Learning Outcomes***

At the end of this course, successful students will be able to:

- Identify, explain, and use critical terminology, concepts, and theories in phonology.
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of segments (phonemic analysis).
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of morphemes (morphophonemic analysis).
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of suprasegmentals (syllabification).
- Analyze and model phonological phenomena using formal linguistic theory.
- Evaluate the relative strengths and weaknesses of alternative hypotheses for a single phonological phenomenon.

### **COURSE RESOURCES**

#### ***Required Textbooks (1)***

Hayes, Bruce. 2009. *Introductory Phonology*. Malden, MA: Wiley-Blackwell.

#### ***Course Site***

On Blackboard. Here you'll find class slides, handouts, practice exercises, helpful and/or interesting links, supplemental readings, and the like. I encourage you to check it **regularly**.

### **COURSE GRADES**

#### ***Grading Breakdown***

▪ Careful reading of the assigned sections in the textbooks	
▪ 7 Homework assignments	60%
▪ 1 Final exam	30%
▪ Regular attendance and active participation in class	<u>10%</u>
	100%

In addition, all students are expected to participate in the **TRACE** (Teacher Rating and Course Evaluation) survey at the end of the term.

#### ***Grading Scale***

This course will adhere to the grading standards given on the next page. While there is no curve, I do pay attention to demonstrations of improvement over the course of the semester.

Letter Grade	Percentage	Status	Letter Grade	Percentage	Status
A	93 – 100%	Outstanding Achievement	D+	67 – 69.9%	Poor Achievement
A-	90 – 92.9%		D	63 – 66.9%	
B+	87 – 89.9%	Good Achievement	D-	60 – 62.9%	
B	83 – 86.9%		F	0 – 59.9%	Failure
B-	80 – 82.9%	Satisfactory Achievement			
C+	77 – 79.9%				
C	73 – 76.9%				
C-	70 – 72.9%				

## COURSE REQUIREMENTS

### *Readings*

Careful reading of the textbooks gives you a valuable opportunity to reinforce the concepts that will prove critical in this course – so it's very important to keep up with the readings as the course proceeds, even if, as you will find, they sometimes overlap with the material covered in lecture. Indeed, while I'm always happy to address any questions you might have over the course of the semester, you are strongly encouraged to read the relevant material(s) prior to contacting me.

See the schedule on the last page for reading assignment due dates. Readings should be completed **before** the relevant class meeting (but it's not a bad idea to review them afterwards too).

### *Homework Assignments (60%)*

- *Overview.* Homework assignments benefit both of us: they provide you with an opportunity for further practice honing the skills you'll be expected to develop as we advance through the course, and they provide me with an opportunity to evaluate how this is proceeding.

There will be 7 homework assignments in this course, with a frequency of roughly every week and a half. I will distribute assignments at least three classes before their due date, and I aim to return them within a week of their submission.

- *Policies.* Assignments will be due at the **beginning** of class. Late assignments will be accepted without penalty **only** in cases of **genuinely extenuating circumstances (as determined by me)**. Please notify me as soon as you think such circumstances have presented themselves, certainly **before** any relevant due date. I reserve the right to impose a **10% per day penalty** on assignments turned in after the due date, for which no such accommodations have been made. That being said, turning in an assignment **late** is almost **always better than not turning it in at all: if you don't turn in an assignment, this means that a score of 0% will be factored into your overall homework average.**

You may work together with your fellow classmates on homework assignments, provided you do so in groups no larger than **four**, and that you each **turn in your own write-up of the assignment, written in your own words (multiple copies of the same write-up**

**will not be accepted**). If you do work in a group, please make sure to write the names of your group- mate(s) on the top of the first page of your submission.

- Be sure to familiarize yourself with the ‘**More on Homework Assignments**’ handout, which has guidelines for formatting your submissions and tips for homework success.

### *Final Exam (30%)*

This course has a final exam, a cumulative, open-book, open-note take-home assignment. As of now it is scheduled to be distributed on **Tuesday, April 19** (our last class meeting) and due on **Wednesday, April 27**. More to come as we approach the end of the term.

### *Regular Attendance and Active Participation in Class (10%)*

Attending class regularly is **crucial** to successful completion of this course, so **on-time** class attendance is **required** and will be recorded daily by sign-in sheet.

You will also be expected to be **actively engaged** in class: this means taking notes, asking questions, answering questions, venturing solutions, and the like. **In short, you should strive to remain connected to the classroom conversation by coming to class prepared to contribute your perspectives and opinions, and open to engaging in hands-on learning.** As such, in-class use of **non-essential electronic devices** (including cell phones) is **not** permitted: texting, emailing, tweeting, web-surfing, gaming, writing papers, etc. during class time will have a negative outcome on your final grade. **Computers are permitted for note-taking, but research shows that taking notes by hand is significantly better for long-term memory and understanding.**

Note that it will not be unusual for material presented in class to complement and/or supplement the material found in the textbooks, further highlighting the importance of careful note-taking during lecture. Additionally, a significant component of this course will involve hands-on engagement with data analysis and problem solving; you may be asked to examine a set of data ahead of time, for collaborative in-class discussion.

Policies on missing class:

- If you know you will be missing class for a legitimate reason, please inform me **as soon as possible, before** the relevant class. Absences conveyed ahead of time may be eligible for ‘**excused**’ status (as determined by me), which would **not** affect your attendance grade; absences conveyed after-the-fact or not at all will generally be deemed ‘**unexcused**’ absences, and will **negatively** affect your attendance grade.
- If you are absent from class, it is **your** responsibility to bring yourself up to speed on what you missed. I will be happy to meet with you to explain what you don’t understand, but I will not repeat a lecture.

### *Extra Credit*

Opportunities for extra credit will be available occasionally throughout the course, usually as part of a homework assignment. These opportunities must be taken when they are offered, and turned in on time. Additionally, an extra **0.50%** can be added to your final grade in each of the following ways:

- If you are the first to identify (by email or in class) a **typo** or **mistake** in any materials I've prepared and posted to the Blackboard course site (an incentive to check the site regularly!).
- If you attend the end-of-semester **Linguistics Student Research Session**, tentatively scheduled to take place on **Wednesday, April 20** (the last day of classes), and report on your experience. More details to come.

### COURSE POLICIES

#### *Academic Integrity*

All students are expected to fully abide by the Northeastern University Academic Integrity Policy in **every** aspect of their engagement in the course. Cheating, fabrication, and/or plagiarism will not be tolerated: suspected cases of academic dishonesty will be immediately referred to the Office of Student Conduct and Conflict Resolution (OSCCR) and a grade of **zero** will be given to any assignment involving full or partial fabrication and/or plagiarism.

For more information on Northeastern's Academic Integrity Policy, please visit <http://www.northeastern.edu/osccr/academic-integrity-policy/>

For more information on what constitutes plagiarism, please visit <http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>

You are also welcome to see me if you have any questions.

#### *Students with Disabilities*

If you have a documented disability (learning or otherwise) and anticipate needing accommodations in this course, please meet with me as soon as possible so we can work out a plan to address your needs.

### WHERE TO FIND HELP

- *Instructor.* I am always happy to answer questions and provide extra assistance! Drop by anytime during my office hours, or make an appointment, if those aren't convenient. I'm also happy to answer questions via e-mail (be sure to allow for a day or two, as I may not be able to respond immediately).

- *Study Groups.* Many students find that discussing their work with their fellow classmates helps them to understand the material more fully. Small study groups of two to four people are ideal, as they allow for everyone to contribute their ideas and questions to the discussion.
- *Peer Tutors.* Peer tutors are students (usually linguistics majors) who have excelled in the course in the past, and have been recommended by Linguistics professors for their ability to explain the material to others. These tutors are paid for their time by the college, so their services are free to you. You'll need to sign up through the CSAS Tutoring Program at 1 Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>). Please note that it usually takes a week or so to be assigned a tutor and work out a schedule, so plan ahead.
- *Online Help.* Class materials, including slides, worksheets, and other handouts, are posted regularly to Blackboard; these will be especially useful if you missed something in class. Practice exercises (and keys) are also regularly posted, and provide a valuable opportunity to further hone your analyzing skills.

### PRELIMINARY SCHEDULE

The schedule below and on the following page should give you an approximate idea of how we will proceed over the course of the semester. **Note that it is not set in stone.** Rather, it's subject to change based on our progress moving through the material. I will provide updates as needed, in a timely manner.

H = Hayes 2009.

### Additional Readings (available on Blackboard):

**Zsiga 2013** = Zsiga, Lisa C. 2013. Autosegmental representations and Feature Geometry. Section 13.4 in *The Sounds of Language: An Introduction to Phonetics and Phonology*. Malden, MA: Wiley Blackwell, 284-298.

Week	Day	Topic	Reading	Assignment Due
1	F. Sept. 8	Introduction		
2	T. Sept. 12	Review of Phonetics for Phonology	H Ch. 1	
	F. Sept. 15			
3	T. Sept. 19	Phonemes	H Ch. 2	<b>HW1: Phonetics</b>
	F. Sept. 22		H Ch. 3	
4	T. Sept. 26	Features	H Ch. 4	<b>HW2: Phonemic Analysis</b>
	F. Sept. 29			
5	T. Oct. 3	Morphology	H Ch. 5	
	F. Oct. 6			
6	T. Oct. 10	Phonological Alternations	H Ch. 6	<b>HW3: More Phonemic Analysis; Features and Natural Classes</b>
	F. Oct. 13		H Ch. 7	
7	T. Oct. 17	Morphophonemic Analysis	H Ch. 8	<b>HW4: Morphophonemic Analysis</b>
	F. Oct. 20			
8	T. Oct. 24	Syllables	H Ch. 13	
	F. Oct. 27			
9	T. Oct. 31	Stress and Syllable Weight	H Ch. 14	<b>HW5: More Morpho- phonemic Analysis; Syllables</b>
	F. Nov. 3			
10	T. Nov. 7	Tone and Intonation	H Ch. 15	
	F. Nov 10			
11	T. Nov 14	Autosegmental Phonology	Zsiga 2013	
	F. Nov. 17	Feature Geometry		<b>HW6: Syllabification</b>
12	T. Nov. 21	Diachronic Phonology	H Ch. 11	
13	T. Nov. 28	Optimality Theory		
	F. Dec. 1			
14	T. Dec 5	Wrap-up		<b>HW7: Optimality Theory</b>
15	W. Dec 13	<b>Final Exam Due</b>		

**Linguistics 3421: Phonetics**  
Northeastern University - Fall 201x

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Robert K. Painter  
**Office:** 546 Nightingale Hall  
**Phone:** 617-373-6857  
**E-mail:** r.painter@neu.edu  
**Office hours:** TBA

**COURSE INFORMATION***Meetings*

**Time:** Monday, Wednesday, Thursday: 1:35-2:40 p (CRN #####)  
**Location:** Ryder Hall 456

*Course Description*

This course is an in-depth study of phonetics, the science of speech sounds.

We will focus on major topics within each of the three major areas: **articulatory phonetics**, including anatomy and physiology involved in speech; cross-linguistic consonant and vowel articulation; aerodynamics of speech production; coarticulation phenomena; phonetics of supersegmentals such as syllables, stress, tone, and pitch accent; **acoustic phonetics**, including the physics of sound waves, reading waveforms and spectrograms, performing acoustic analyses in Praat; and **auditory phonetics**, including audition, speech perception, and experimental design.

**Prerequisite:** Ling 2350 (Linguistic Analysis)

*Objectives*

The goals of the course are:

- (1) to gain an advanced understanding of articulatory, acoustic, and auditory phonetics of vowels and consonants of cross-linguistically;
- (2) to develop practical skills in phonetic transcription using the IPA;
- (3) to acquire expertise reading and analyzing spectrograms and waveforms of acoustic data in sound analysis programs;
- (4) to become familiar with lab techniques for working with and recording native speakers of various languages to elicit speech data;
- (5) to train students to design, perform, and report on simple phonetic experiments in a professional framework.

*Learning Outcomes*

At the end of this semester, students will successfully be able to:

- Identify, explain, and apply critical terminology, concepts and theories in phonetics to describe sound-based data in various languages [Goal 1].
- Explain the acoustic nature of speech transmission and discuss the fundamental processes of audition and speech perception [Goal 1].
- Transcribe speech sounds of English and other languages competently and accurately using the

International Phonetic Alphabet [Goal 2].

- Use a range of programming commands in speech analysis programs to make practical quantitative analyses of recorded speech data [Goal 3].
- Analyze spectrogram and waveform data in a sound analysis program [Goal 3]
- Set up recording session with professional recording equipment to gather speech data from native speakers of various languages [Goal 4].
- Design and conduct a simple phonetics experiment, and present the results in a framework that meets the standards of the field [Goal 5].

### COURSE RESOURCES

#### ***Required Textbook: (2)***

Ashby, P. (2011). *Understanding phonetics*. London: Hodder Education.

This volume is a crisp, highly-readable introduction to the field of phonetics, albeit somewhat advanced. There is considerable intermediate-level discussion on acoustic correlates of articulation. The book is available in online access through a permalink from NEU Library: [http://onesearch.library.northeastern.edu/NEU:NEU\\_ALMA51228474410001401&tabs=viewOnlineTab](http://onesearch.library.northeastern.edu/NEU:NEU_ALMA51228474410001401&tabs=viewOnlineTab)

Ladefoged, P. (2009). *Phonetic data analysis*. Malden: Blackwell Publishing.

An extremely practical "how-to" guidebook for recording and analyzing phonetic data, written by one of the greatest phoneticians of the field. Excellent presentation of acoustic analysis and reading spectrograms.

#### ***Other Resources***

BLACKBOARD: This is the main reference for course materials, including the syllabus, handout copies, a permalink to the textbook, and downloadable PDFs of assigned reading outside the textbook.

PRAAT: This is the sound software package we will use in the semester for acoustics. It is downloadable for Macs and PCs for free at: [www.fon.hum.uva.nl/praat/](http://www.fon.hum.uva.nl/praat/)

### COURSE SPECIFICS

#### ***Format***

This course is generally structured as a balanced mix of lecture and 'lab' activities, where students are expected to practice their skills in phonetic transcription, reading spectrograms, and acoustic analysis. On lab days during the unit on acoustic phonetics, students should plan to bring laptops loaded with Praat.

#### ***Readings***

Some of the material on articulatory, acoustic, and auditory phonetics is quite complex, often drawing on specific physiological terminology, mathematic principles, and relying on detailed phonetic representations. Since there really is no such thing as "introductory acoustic phonetics" or "introductory speech perception", a careful reading of the assigned chapters is extremely important. Though much of the material is covered in the lectures, the lectures and reading will not overlap exactly, so students should be aware that certain nuances or points of detail are presented differently in the reading.

Readings and exercises are to be prepared *before* the class for which they are assigned.

### COURSE REQUIREMENTS:



***Phonetic Assignments (6)***

These assignments are designed to allow students to solidify their understanding of concepts discussed in class. Generally, students will have roughly a week to do the assignment, and it will be due at the beginning of class on the due date. **Late work will not be accepted.**

Grading: 6 assignments x 10% = 60%.

***Language Demonstrations (4)***

Four times during the semester, native speakers of various languages will come to class and give a demonstration of the phonetics of their language, with handouts indicating correct phonetic symbols, etc. These demos will conclude with a short phonetic transcription quiz on which you will receive a grade.

The worst grade will be dropped ***if and only if*** students have completed all four demonstrations.

Grading: 3 language demos x 5% = 15%.

***Final Exam***

There will be a comprehensive Final Exam during exam week. The exam is closed-book, closed-note, but students may prepare a ***handwritten crib-sheet*** on one-side of a standard 8 x 11" sheet of blank paper to use as reference during the exam. Moreover, a Review Sheet, outlining topics to expect on the exam, will be given out in class on Monday, November 20, 2017. The exam is not designed or intended to be overly hard, but rather as a capstone experience to assess that students have taken away the minimum concepts and skills of the course.

Be advised: ***under no circumstances*** should students make end-of-semester travel plans {e.g. buy airline / train / bus tickets} for the winter break which conflict with the scheduled exam. If a legitimate conflict arises, students must fill out a Final Exam Conflict Form through the University Registrar at: <https://www.northeastern.edu/registrar/form-finex-conflict.pdf>, and troubleshoot the scheduling conflict with me *as soon as possible* in the semester.

Grading: Final Exam = 15%.

***Participation / Attendance***

As a higher level course, students are expected to participate actively in the course; students may be marked 'non-participating' for days when they do not contribute to discussions and particularly "lab" activities. If students seem to be falling behind in the required reading, they may also be marked absent on a case-by-case basis. Two subjective marks of 'non-participating' will count as an unexcused absence. Attendance is expected, and half a letter grade (5%) from a student's raw participation grade will be deducted for each absence after **two** excused absences.

Participation scores start at 100% and are weighted as 10% of the course grade.

**COURSE GRADE*****Grade Scale***

Northeastern does not differentiate {A} and {A+} but note that I retain an independent record of {A+} for the purposes of writing letters of recommendation for students. There is not generally Extra Credit or make-up exams.

***Grade Calculation***

	Percent
Homeworks (6)	60%
Language Demos (4)	15%
Final Exam	15%
Participation	10%
Total	100%

Letter Grades			
A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
		F	0 - 59.9%

**COURSE POLICIES*****Academic Integrity***

Students in this course are expected to know and follow the conventions of the Northeastern University Academic Integrity Policy. Cheating, plagiarism, and fabrication (the invention of data) will not be tolerated, and incidents will be reported immediately to the Office of Student Conduct and Conflict Resolution (OSCCR). Work may be scanned with anti-plagiarism software. Any assignment or work which is partly or entirely plagiarized (from another student or outside source) or fabricated will receive an automatic zero. To guard against plagiarism in your work, consult the following sites:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>.

<http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>.

***Students with Disabilities***

If you have a documented disability (learning or otherwise) and anticipate needing accommodation in this course (such as extra time for the Final Exam), please meet with me at the beginning of the semester so we can develop solutions to meet your needs.

***Electronic Devices***

All cell phone use – texting, emailing, web-surfing, etc. – is prohibited during class. **Cell phones need to be turned off during class.** Laptops, tablets, and iPads are not needed for class except during the acoustic unit; I'll allow computers for note-taking on a case-by-case basis.

Note that research shows that taking handwritten notes is much more effective for reinforcing understanding and committing material to memory.

***Being on time and Absences***

There is a finite amount of time in the semester to cover the course material and class time is valuable. Please make every effort to arrive to the course a few minutes prior to the start time.

**WHERE TO FIND HELP**

**Instructor.** Generally whenever I am not teaching or running around campus, my office door is open. I'm delighted to help 'walk-in appointments' on any questions or address concerns: feel free to stop by anytime to talk about phonetics or language and linguistics at large. Each week I also hold several dedicated Office Hours. If I'm not available in the office, you can generally get a quick response to questions via email.

**Study Groups.** In my experience, students in my courses who have formed study groups to work on assignments and to study have generally performed half a letter grade better {e.g. B+ → A-} than students who study alone. Collaboration is usually permitted on assignments, and this reflects my pedagogical belief that students learn more through interaction and discussion than working on material in isolation.

**Peer Tutors.** Peer tutors are usually higher-level Linguistics majors with experience working with linguistic data. Tutoring is free of charge; all you need to do is sign up through the CSAS Tutoring Program at Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>).

### COURSE SCHEDULE

**Course Plan (Tentative)** {Readings in *italics* are posted as PDFs on Blackboard}

<b>Part 1 – Articulatory Phonetics</b>			
<b>Week</b>	<b>Day: Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
Week 1 – M (Sept 6)	1: Introduction to Phonetics	Ashby 2011, Ch 1	
Week 2 – MW (Sept 11, 13)	2: Anatomy & Physiology of Articulation	Ashby 2011, Ch 2; <i>McMahon 2013, Ch 5</i>	
	3: Articulation 1: Consonants of English	Ashby, 2011, Ch 3	
Week 3 – MW (Sept 18, 20)	4: Articulation 2: Vowels of English	Ashby 2011, Ch 4	
	5: Broad and Narrow Transcription; <b>Language Demo 1</b>	Ashby 2011, Ch 6	<b>HW1: Basic Transcription</b>
Week 4 – MW (Sept 25, 27)	6: Aerodynamics and Airstream Mechanisms	Ashby 2011, Ch 5	
	7: Phonation and Voice Onset Time	Ashby 2011, Ch 8: 120-131	
Week 5 – MW (Oct 2, 4)	8: Articulation 3: Consonants Cross-Linguistically	Ashby 2011, Ch 8: 131-143	
	9: Articulation 4: Vowels Cross-Linguistically; <b>Language Demo 2</b>	Ashby 2011, Ch 7	<b>HW2: Transcription &amp; Aerodynamics</b>
Week 6 – W (Oct 11)	10: Coarticulation	Ashby 2011, Ch 9: 144-153	
Week 7 – MW (Oct 16, 18)	11: Parametric Representations	Ashby 2011, Ch 9: 154-157	
	12: Phonetics of Syllables	Ashby 2011, Ch 10: 165-168; <i>L&amp;J. 2015, Ch 10: 253-259</i>	
Week 8 – MW (Oct 23, 25)	13: Stress & Tone	Ashby 2011, Ch 10: 159-165	<b>HW3: Coarticulation</b>
	14: Tone, Pitch Accent, Intonation <b>Language Demo 3</b>	Ashby 2011, Ch 10: 169-182	
<b>Part 2 – Acoustic &amp; Auditory Phonetics</b>			
Week 9 – MW (Oct 30, Nov 1)	15: Acoustics: Physics of Speech and the Source-Filter Theory	Ashby 2011, Ch 6: 90-95; <i>Johnson 2006, Ch 1</i>	
	16: Acoustics: Working with Praat; Pitch, Loudness, Length	Ladefoged 2009, Ch 4	<b>HW4: Syllables &amp; Stress</b>
Week 10 – MW (Nov 6, 8)	17: Acoustics: Vowels in Praat	Ladefoged 2009, Ch 5	
	18: Acoustics: Consonants in Praat	Ladefoged 2009, Ch 6	
Week 11 – MW (Nov 13, 15)	19: Acoustics: Reading Spectrograms	Ladefoged 2009, Ch 7	
	20: Acoustics: Simple coding in Praat		<b>HW5: Acoustics</b>
Week 12 – M (Nov 20)	21: Recording Equipment and Working with Consultants	Ladefoged 2009, Ch 1-2	

Week 13 – MW (Nov 27, 29)	22: Auditory Phonetics: Audition <b>Language Demo 4</b>	<i>Johnson 2006, Ch 3</i>	
	23: Auditory Phonetics: Speech Perception	<i>Johnson 2006, Ch 4</i>	
Week 14 – MW (Dec 4, 6)	24: Auditory Phonetics: Experimental Design		
	25: Course Wrap-up; Student Surveys		<b>HW6: Audition</b>
Week 15	Exam Week		<b>Final Exam</b>

### *Summary of Deadlines*

- Wednesday, September 20 - Homework 1 (English Articulation)
- Wednesday, October 4 - Homework 2 (Cross-Linguistic Articulation)
- Monday, October 23 - Homework 3 (Coarticulation)
- Wednesday, November 1 - Homework 4 (Syllables & Stress)
- Wednesday, November 15 - Homework 5 (Acoustics)
- Wednesday, December 6 - Homework 6 (Audition)

## Appendix C: Exit Survey

# Exit Survey for the Northeastern University Linguistics Program

Please take a few minutes to complete the Linguistics Program's Senior Exit Survey. The information gathered in this survey is vital to providing feedback on our program and our students' success in job placement and graduate school acceptance. Your input is critical in maintaining the quality and continual improvement of the Linguistics Program. The survey is expected to take only 10-15 minutes to complete.

Please be assured that the information you provide in this survey is confidential and will not be associated with your personal identity in any way. The data collected will be used in aggregate to assess how well the Linguistics Program is achieving its goals, and we may use quotations from the comments sections for inclusion in reports and presentations, but the identity of the person making the comment will never be disclosed.

Once again, thank you for your time, and congratulations on graduating!

\* Required

## Background information

Please tell us a little bit about your undergraduate experience. Please answer all questions completely and honestly.

### 1. Which of the following degrees did you earn? \*

Select one of the following.

Mark only one oval.

- Linguistics Major (Bachelor of Science)
- Linguistics and Psychology Combined Major (Bachelor of Science)
- Linguistics and English Combined Major (Bachelor of Arts)
- Linguistics and Cultural Anthropology Combined Major (Bachelor of Science)
- Computer Science and Linguistics Combined Major (Bachelor of Science)
- American Sign Language and Linguistics Combined Major (Bachelor of Arts)
- Other: \_\_\_\_\_

### 2. If you also earned a second major, please specify that major.

\_\_\_\_\_

### 3. Please list any minors that you earned.

\_\_\_\_\_

**4. 4. What is your current overall grade point average (GPA)? \***

Select one of the following.

*Mark only one oval.*

- 2.00 - 2.49
- 2.50 - 2.99
- 3.00 - 3.49
- 3.50 - 4.00

**5. 5. What is your current GPA in your Linguistics major?**

Select one of the following.

*Mark only one oval.*

- 2.00 - 2.49
- 2.50 - 2.99
- 3.00 - 3.49
- 3.50 - 4.00

**6. 6. When did you make the decision to pursue one of the linguistics majors? \***

Please select the most appropriate answer.

*Mark only one oval.*

- I decided before attending and entered as a freshmen in Linguistics
- I decided during freshman year
- I decided during my second year
- I decided during my third year
- I decided after my third year
- Other: \_\_\_\_\_

**7. 7. What led you to deciding to major in linguistics? \***

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**8. 8. Did you go out on co-op? \***

Please select the most appropriate answer.

*Mark only one oval.*

- No
- Yes: one co-op cycle
- Yes: two co-op cycles
- Yes: three co-op cycles

**9. If you did go out on co-op, please supply the job title(s) and company name(s).**

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**10. Did you engage in research? \***

Please check as many as apply.

*Check all that apply.*

- Yes, as a part of one or more courses
- Yes, in LING 4891: Research Seminar in Linguistics
- Yes, as a directed research project (LING 4991: Directed Study Research or LING 4996: Experiential Education Directed Study)
- Yes, as a volunteer working with a faculty member
- Yes, as a workstudy student working with a faculty member
- Yes, when I was out on co-op
- No, I did not have the opportunity to engage in research
- Other: \_\_\_\_\_

**11. If you did engage in research, tell us a little more about your experience(s). What were your most valuable research experiences?**

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## Future Plans for Continued Education

Please tell us a little about your future plans and goals.

**12. 1. Which of the following best describes your long-term educational plans? \***

*Mark only one oval.*

- No plans for earning another degree (Please skip to the next section of the survey) *After the last question in this section, skip to question 17.*
- Earn a master's degree in linguistics
- Earn a master's degree in a field related to linguistics
- Earn a master's degree in a field not related to linguistics
- Earn a doctoral degree in linguistics
- Earn a doctoral degree in a field related to linguistics
- Earn a doctoral degree in a field not related to linguistics
- Other: \_\_\_\_\_

**13. 2. If you are planning to attend graduate school, when will that be?**

*Mark only one oval.*

- I have been accepted to a graduate program and will be starting in the near future
- I am planning to apply after taking a gap year off *Skip to question 17.*
- I am planning to apply to graduate programs, but I'm not sure when that will be *Skip to question 17.*

*Skip to question 17.*

**14. 3. How many graduate programs did you apply to?**

*Mark only one oval.*

- 1 to 3 programs
- 4 to 6 programs
- 7 to 10 programs
- 11 to 12 programs
- 13 to 15 programs
- 16 or more programs

**15. 4. How many graduate programs were you accepted to?**

*Mark only one oval.*

- 1 to 3 programs
- 4 to 6 programs
- 7 to 10 programs
- 11 to 12 programs
- 13 to 15 programs
- 16 or more programs

**16. 5. Please list the degree program and school that you will be attending.**

(For example: Masters in Speech Pathology at Northeastern University; PhD in Linguistics at Georgetown, etc.)

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**Employment Plans**



**17. 1. Which of the following best describes your long-term employment plans? \***

*Mark only one oval.*

- Part-time employment in linguistics
- Part-time employment in a linguistics-related field
- Part-time employment in a field not related to linguistics
- Full-time employment in linguistics
- Full-time employment in a linguistics-related field
- Full-time employment in a field not related to linguistics
- Other: \_\_\_\_\_

**18. 2. What is your current employment status? \***

*Mark only one oval.*

- Currently looking for a part-time position
- Currently looking for a full-time position
- Have accepted a part-time position
- Have accepted a full-time position

**19. 3. If you selected "other" for current employment status, please tell us a little more about your plans!**

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**20. 4. If you have already accepted a position, please list the job title and employer.**

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**21. 5. Was this an employer that you worked with on co-op?**

*Mark only one oval.*

- Yes
- No

**Degree Program: Learning Outcomes**

Please evaluate each statement about what knowledge and skills you gained in your coursework using the scale provided.

**22. Your work in linguistics courses effectively taught you... \****Mark only one oval per row.*

	Strongly agree	Agree	Disagree	Strongly disagree
An understanding of the basic structures that make up language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An understanding of the cognitive and psychological aspects of language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An understanding of linguistic issues in their broader socio-cultural contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A familiarity with one or more theoretical approaches to phonetics and phonology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A familiarity with one or more theoretical approaches to the field of syntax.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A familiarity with one or more theoretical approaches to morphology and/or semantics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to analyze language data and identify the relevant patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to generalize a solution to a problem when given linguistic data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The basic skills sufficient to collect linguistic data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The basic skills sufficient to conduct small-scale original research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to critically evaluate existing and new research methods and findings in linguistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to argue for and support your points drawing on evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to critically evaluate existing and new research methods and findings in linguistics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The skills needed to effectively present your ideas orally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An understanding of one or more subfields in linguistics or language-related fields.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Courses contributing to learning outcomes**

For each skill or knowledge area, briefly provide the name of the course(s) that most contributed to your understanding or development of the aspect listed. (Either the name of the course or the course number is fine.)

**23. An understanding of the cognitive and psychological aspects of language.**


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**24. An understanding of linguistic issues in their broader socio-cultural contexts.**

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**25. A familiarity with one or more theoretical approaches to phonetics and phonology.**

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**26. A familiarity with one or more theoretical approaches to the field of syntax.**

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**27. A familiarity with one or more theoretical approaches to morphology and/or semantics.**

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**28. The ability to analyze language data and identify the relevant patterns.**

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**29. The ability to generalize a solution to a problem when given linguistic data.**

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**30. The basic skills sufficient to collect linguistic data.**

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**31. The basic skills sufficient to conduct small-scale original research.**

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**32. The ability to critically evaluate existing and new research methods and findings in linguistics.**

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**33. The skills needed to effectively present your ideas in writing.**

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**34. The skills needed to effectively present your ideas orally.**

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**35. An understanding of one or more subfields in linguistics or language-related fields.**

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## Degree Program: Overall Satisfaction

**36. Please evaluate each statement regarding your overall satisfaction with the program using the scale provided.\***

*Mark only one oval per row.*

	Strongly agree	Agree	Disagree	Strongly disagree
Overall, I found the degree requirements to be appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the variety of courses offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the frequency that courses were offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I found the difficulty of courses to be appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel that I had sufficient co-op opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel that I had sufficient opportunities to work on research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel that the program has prepared me to be successful in my future plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel satisfied overall with my experience in the Linguistics Program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was comfortable in the Linguistics Program community and felt welcomed and included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Follow-up questions

Please take a few moments to answer the following questions.

**37. 1. What do you value most about your experience as a major in the Linguistics Program?**

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38. **2. What was the best course(s) that you took in the Linguistics program? Why? What did you learn?**

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39. **3. Comment on any courses that you think should be added to or removed from the degree program, with a brief explanation of why you would like to see these changes made.**

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40. **4. Was there any subject you wanted to learn about that our courses didn't cover? If so, please explain.**

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41. **5. What other suggestions do you have for improving the program?**

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## Thanks for completing the Exit Survey for the Linguistics Program

This completes the survey! Thank you for your input on the survey. It will be used to improve the Linguistics Program and provide future students with an even better educational experience.

## Would you like to stay in touch?!

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We would love to stay in touch with an occasional email about Linguistics Program Events, like the end of the year party. If you would like us to keep in touch, please provide us with your permanent email and mailing address.

Please note that the contact information collected on the next page will not be tied to your responses on this survey.

**42. Would you like us to keep in touch with you?**

*Mark only one oval.*

Yes, please!

No, thanks!      *Skip to "Thanks again for your input, and best of luck in the future!."*

## Stay in touch!

Note that we will only contact you once or twice a year, so we won't be bothering you much!  
Also note that the information you submit here will be kept completely separate from the information you provided on the exit survey.

**43. First name**

---

**44. Last name**

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**45. Email address**

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**46. Mailing address**

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## Thanks again for your input, and best of luck in the future!

*Stop filling out this form.*

## Untitled Section

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Powered by



## Re: Linguistics Program Exit Survey

Cathcart, Julia

Thu 5/24/2018 10:30 AM

COS UCC

To: Seraphina M Fong <fong.se@husky.neu.edu>; Duane Richard Swift <swift.du@husky.neu.edu>; Katherine R Krajovic <krajovic.k@husky.neu.edu>; Callie A Marsalisi <marsalisi.c@husky.neu.edu>; Erika M Larson <larson.e@husky.neu.edu>; Adanya R Lustig <lustig.a@husky.neu.edu>; Emma Simone Lokelani Beckman <beckman.e@husky.neu.edu>; Alana R Dore <dore.al@husky.neu.edu>; Nicolette C Pire <pire.n@husky.neu.edu>; James T Evans <evans.j@husky.neu.edu>; Hannah L Powers <powers.h@husky.neu.edu>; Caitlin A Shaller <shaller.ca@husky.neu.edu>; Adelaide M Sargent <sargent.a@husky.neu.edu>; Joseph J Griego <griego.j@husky.neu.edu>; Marielle G Riveros <riveros.m@husky.neu.edu>;

Cc: Littlefield, Heather <H.Littlefield@northeastern.edu>;

Hi Linguistics Graduates,

I just want to remind you once again to fill out the exit survey for the Linguistics Program (if you haven't already)! Only two people have responded so far, but it's important that we hear back from everyone in order to get the best possible feedback so we can evaluate the program.

Your answers will be kept anonymous and it should only take about 10-15 minutes to complete!

Here is the link:

[https://docs.google.com/forms/d/e/1FAIpQLSfl-HgaQUZRDfcl2WsuL8qrDjNTbC3pxCljbTce\\_j6vWRQrA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfl-HgaQUZRDfcl2WsuL8qrDjNTbC3pxCljbTce_j6vWRQrA/viewform?usp=sf_link)

Let me (or Heather) know if you have any questions or concerns!

Best,  
Julia

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**From:** Cathcart, Julia

**Sent:** Tuesday, May 1, 2018 12:19:39 PM

**To:** Seraphina M Fong; Duane Richard Swift; Katherine R Krajovic; Callie A Marsalisi; Erika M Larson; Adanya R Lustig; Emma Simone Lokelani Beckman; Alana R Dore; Nicolette C Pire; James T Evans; Hannah L Powers; Caitlin A Shaller; Adelaide M Sargent; Joseph J Griego; Marielle G Riveros

**Subject:** Linguistics Program Exit Survey

Hi Linguistics Graduates,

Congratulations for graduating from the Linguistics Program!

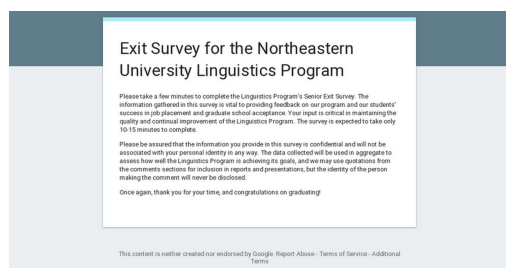
We have a short exit survey that we would appreciate if you would fill out in order to get an idea of what your experience in the program was like. The survey is important so that we can evaluate how the program is working and think about ways to improve the program for future students. It also helps us to know how well we've prepared you for your future.

Your feedback is essential and we sincerely appreciate your effort and time in filling out the survey. It should only take about 10-15 minutes to complete and you can be assured that your answers will be kept anonymous!

Thank you!

Here is the link to the survey:

[https://docs.google.com/forms/d/e/1FAIpQLSfl-HgaQUZRDFtcl2WsuL8qrDjNTbC3pxCLjbTce\\_j6vWRQrA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfl-HgaQUZRDFtcl2WsuL8qrDjNTbC3pxCLjbTce_j6vWRQrA/viewform?usp=sf_link)



## Exit Survey for the Northeastern University Linguistics Program

docs.google.com

Please take a few minutes to complete the Linguistics Program's Senior Exit Survey. The information gathered in this survey is vital to providing feedback on our program and our students' success in job placement and graduate school acceptance. Your input is critical in

Best,  
Julia

Julia Cathcart  
Administrative Assistant, Linguistics Program  
Northeastern University  
360 Huntington Ave.  
Boston, MA 02115  
*office:* 545 Nightingale Hall  
*phone:* 617-373-4553



## Appendix D: Course Syllabi Collection

### **LING 3412: Language and Culture (CRN 34130) Northeastern University, Spring 2018**

#### **INSTRUCTOR INFORMATION**

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Instructor H. Littlefield, Ph.D.  
E-Mail h.littlefield@neu.edu (preferred contact)  
Office 548 Nightingale Hall; 617.373.3164  
Office hours Tuesdays, 11:45am - 1:30pm; 3:30pm – 4:00pm  
Fridays, 8:30am - 9:30am  
If these times are not convenient, please contact me to set up an appointment.

#### **COURSE INFORMATION**

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##### **Class meetings**

Tuesdays and Fridays, 9:50 - 11:30am; 10 East Village

##### **Course description**

This course will explore the complex, often inexplicit relationship between language and culture. We will investigate a variety of topics that are drawn from the fields of anthropological linguistics and sociolinguistics. The course will begin with a general overview of what constitutes language and what constitutes culture. We will then turn to examine the different proposed hypotheses which attempt to account for the nature of the relationship between language and culture. The remainder of the course will cover a variety of topics which explore language in its social context. Questions that we will address will include the following: How is language used to create and maintain social institutions and rituals? How do we use language to create different personae? How is language used by people of different genders, ethnicities, and social classes? How and why does society value these differences?

##### **Course objectives and learning outcomes**

At the end of this course, successful students will have gained an understanding of the features that are used to identify the two central areas of focus: language and culture, as well as the (sometimes) problematic nature of these features. They will also become familiar with the basic theoretical concepts that seek to explain the complex connections between language and culture, including their historical context and the central example(s) that are most commonly used to demonstrate the usefulness of each theoretical model. Successful students will also be acquainted with a broad range of linguistic and cultural differences in familiar and unfamiliar contexts, both at home and abroad, and they will be able to explain the basic historic, social, and cultural norms that give rise to these differences and contribute to their (perceived) social value.

Students also acquire experience in analyzing linguistic and cultural data using the methods typically used in anthropological linguistics and practice presenting their results in written and oral modalities in an unbiased and culturally sensitive way.

##### **Prerequisites**

This course is a high-level, writing intensive linguistics course, so you must have successfully completed the two prerequisite courses Introduction to Linguistics (LING 1150) and College Writing (ENGW 1111, ENGW 1102, ENGL 1111, ENGL 1102 or equivalent). An understanding of linguistic terminology and concepts will be assumed, as will the basic elements of essay writing. Please see me immediately if you haven't completed these two courses.

## COURSE RESOURCES

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### **Blackboard website**

The Blackboard site for the course is an excellent reference for course materials including the syllabus, assignment guidelines, lecture slides, and supplemental readings not found in the textbooks. Assignments may occasionally be turned in via Blackboard.

### **Required textbooks**

1. Bonvillain, Nancy. (2013) *Language, Culture, and Communication: The Meaning of Messages*. Seventh Edition. Upper Saddle River, NJ: Prentice Hall.
2. Shopen, Timothy. (1990) *Languages and Their Speakers*. Cambridge, MA: Winthrop Publishers.

## COURSE REQUIREMENTS

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### **Reading of assigned literature**

Because in-class lectures are designed to complement and augment the information in the readings, it is your responsibility to prepare the readings *before* class meetings so that you have a basic familiarity of the terms and concepts of each topic.

### **Regular attendance and active participation**

Participation in class discussions and activities is essential to your progress in this course. To underscore the importance of this aspect of the class, you will receive a grade for your attendance and participation at midterm and at the end of the term. This grade will be based on the quantity and quality of your efforts in class discussions and activities. Reading, texting, surfing the web, etc. will negatively affect your participation, as will not preparing the required assignments before class. Lastly, it goes without saying that absences and tardiness will negatively affect your attendance and participation grade, and you are responsible for getting notes, solutions to in-class problems, etc. from a classmate for information missed. Please note that while it is not recommended that you miss any class meetings, you may be absent for two class meetings during the semester without penalty to your participation grade (one before midterm, one after midterm). This includes absences for any reason, including illness and emergencies. There are no “excused” absences, so be sure to plan and use your absences wisely.

### **Fieldwork Reports**

There will be four required projects over the course of the semester; each one is designed to introduce you to the types of research methods used in the field of anthropological linguistics. Each of these projects will require you to analyze linguistic data with the goal of understanding the linguistic and cultural ideas that are covered in class. For most projects you will also be responsible for collecting the data that you analyze. Each project culminates in a formal written paper, giving students the opportunity to practice and hone their professional writing skills.

Copies of the guidelines for these projects will be given in class and made available on blackboard. The expectations for each will be discussed in class the week before it is due. Please keep in mind that these projects will take some planning and effort; you should avoid waiting until the last day or two to complete them!

### **Final project, presentation and paper**

In lieu of a final exam, you will complete a research project on a topic of language and culture of your own choosing. This will include a proposal, a final paper, and a poster presentation of your research to the wider linguistics community on the evening of Wednesday, April 18 (please save the date!). Complete details for each segment of the project will be provided in class.

### Extra credit

Opportunities for extra credit may be available occasionally throughout the course. These opportunities must be taken when they are offered, and turned in on time.

## COURSE GRADES

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### Calculation of grades

In calculating grades, I use a criterion-referenced grading system. That means that your final grade for the course is calculated by taking the total number of points that you have earned in the class (including extra credit points) and dividing by the total number of possible points (excluding extra credit points). This percentage is used to assign your letter grade according to the scale below (see “Grading scale”). The anticipated values for the course requirements are provided below. In the unlikely event of the need to shift the total points (i.e. drop an assignment due to lack of time at the end of the term), you will be notified in class. Importantly, all efforts will be made to keep the average weight of each requirement the same, so the relative value of each type of work is not altered.

Requirement	Points	Percent
Attendance and participation	70	11%
Projects (4)	430	65%
Final project proposal, presentation, and paper	160	24%
Total points:	660	100%

Table 1: Anticipated values for course requirements

### Grading scale

Because I am using a criterion-referenced system, I use an absolute scale (as shown below), and there is no curve. Note that “A” work is exceptional: it goes beyond just completing an assignment accurately and obviously exceeds the minimum requirements. It shows a clear attention to detail and demonstrates the highest levels of depth and breadth of conceptual comprehension. Please also note that while I have an “A+” grade listed here, Northeastern does not allow for the assignment of “A+” grades. I will, however, report this as the top grade possible in my courses in letters of recommendation.

Letter Grade	Grade Range	Level of Achievement
A+	97 – 100%	
A	93 – 96.9%	Outstanding
A-	90 – 92.9%	
B+	87 – 89.9%	
B	83 – 86.9%	Good
B-	80 – 82.9%	

Letter Grade	Grade Range	Level of Achievement
C+	77 – 79.9%	
C	73 – 76.9%	Satisfactory
C-	70 – 72.9%	
D+	67 – 69.9%	
D	63 – 66.9%	Poor
D-	60 – 62.9%	
F	0 – 59.9%	Failure

Table 2: Grading scale

## COURSE POLICIES

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### Academic integrity

All work that you turn in must be your own: cheating, plagiarism, fabrication (the invention of data) of any kind will not be accepted. Any violation of academic integrity will be immediately reported to the Office of Student Conduct & Conflict Resolution (OSCCR) and will be given an automatic zero. If you are unsure as to what constitutes cheating, plagiarism, fabrication, etc., please see me before you turn in

any work. I strongly recommend that you read the information at the following sites: [www.northeastern.edu/osccr/](http://www.northeastern.edu/osccr/) and [www.lib.neu.edu/online\\_research/help/avoiding\\_plagiarism/](http://www.lib.neu.edu/online_research/help/avoiding_plagiarism/).

### **Students with disabilities**

If you have a documented disability (learning or otherwise) and anticipate needing accommodations in this course, please meet with me as soon as possible so we can work out a plan to meet your needs.

### **Electronic devices**

Using personal electronic devices in the classroom can hinder instruction and learning, not only for you, but also for your classmates, and for me, your instructor. Please be courteous to all, and make sure to turn your cell phone off and keep it put away during class. Laptops, tablets and other electronic equipment are not allowed in class except for the express purpose of taking notes. [Note that recent research suggests that taking notes longhand is better for long-term comprehension than taking notes with a computer. For a review of the work, visit <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>.]

### **Expectations for participation**

You should come to class prepared to contribute your perspectives and opinions, be open to engaging in hands-on learning, and be prepared to listen respectfully to others. This includes being sensitive to the opinions and observations of others, and everyone's right to participate: participants should not dominate class time or engage in disruptive behaviors (chatting with a neighbor, texting, surfing the web, etc.).

### **Submission of coursework**

All work must be submitted in hardcopy or electronically, as directed. Electronic submissions of work that is to be submitted in hardcopy will only be accepted if you have organized with me in advance. I will not print papers that you have e-mailed me--you must supply the hardcopy; please plan in advance, as InfoCommons is often busy just before the start of classes.

### **General formatting guidelines**

All work must be typed with a standard 12-point serif font, be single-spaced, and have 1-inch margins; a stylesheet will be provided for more specific formatting guidelines.

### **Late work**

All work must be turned in on time or ahead of time. "On time" for work due in class means at the beginning of class on the day that it is due; other deadlines will be specific as to date and time. If you will be absent, you must submit the assignment before the deadline. Late work will be deducted by 20%; assignments more than one week late will not be accepted, and will receive a score of '0'.

## **WHERE TO FIND HELP**

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### **Instructor**

I am always happy to help answer questions, and provide extra assistance. Drop by anytime during my office hours, or make an appointment, if those aren't convenient. I'm also happy to answer questions via e-mail (be sure to allow for a day or so, as I may not be able to respond immediately).

### **Study groups**

Many students find that discussing their work with their fellow classmates helps them to understand the material more fully. Small study groups of two to four people are ideal, as they allow for everyone to contribute their ideas and questions to the discussion.

### **Peer tutors**

Peer tutors are students (usually linguistics majors) who have excelled in the course in the past, and have been recommended by linguistics professors for their ability to explain the material to others. These tutors are paid for their time by the college, so their services are free to you. You'll need to sign up through the Peer Tutoring Program at 101 Lake Hall (<http://www.northeastern.edu/csastutoring/>; 617-373-8931). Please note that it usually takes a week or two to be assigned a tutor and work out a schedule, so plan ahead.

### **Blackboard**

The slides from class are posted once a topic is completed; these will be helpful for reviewing the material and filling in your notes.

### **COURSE SCHEDULE**

This schedule is tentative and may be revised over the course of the semester. If revised, you will receive an updated copy in class, and it will be posted on Blackboard. Due dates for assignments will be specified in class; the weeks when work is expected to be due are indicated here for general planning purposes.

#### ***Introduction to Anthropological Linguistics***

**January 9, 12**      **Introduction; Defining Language and Culture**

**January 16, 19**      **Defining Language and Culture**  
Readings:              Bonvillain: Chapter 2: The Form of the Message

**January 23, 26**      **Conducting Field Work; Writing Linguistics Papers**  
Readings:              In Shopen, Grinevald Craig: Jacaltec: Field Work in Guatemala

#### ***Approaches to understanding the connections between language and culture***

**Jan. 30, Feb. 2**      **Structuralism**  
Readings:              Bonvillain: Chapter 3: Language and Cultural Meaning  
Turn in:                Fieldwork Report (1): Language: Gathering linguistic data

**February 6, 9**      **Cognitive Anthropology and its applications: Kinship, Color**  
Readings:              Atran: Folk biology and taxonomies  
In Shopen, Bird & Shopen: Maninka

**February 13, 16**      **Linguistic Relativity and its applications: The Whorfian Hypothesis; Space; Classifier Systems; Metaphors**  
Readings:              °Selections from Everett (2009). *Don't Sleep, There Are Snakes: Life and Language in the Amazonian Jungle*. Pantheon Books.

## *The Ethnography of Communication*

### **February 20, 23**

Readings:

Recommended:

Turn in:

### **Ethnography of Communication**

Bonvillain: Chapter 4: Contextual Components

In Shopen, Keenan & Ochs: Becoming a Competent Speaker of Malagasy

°Fasold: The Ethnography of Communication (available on Blackboard)

Fieldwork Report (2): Linguistic Relativism: Noun Classification of Shona

### **Feb. 27, March 2**

Turn in:

### **Ethnography of Communication, continued**

Fieldwork Report (3): Proposal for Ethnography of Communication

### **March 6, 9**

### **No Class: Spring Break!**

## *The Construction and Maintenance of Social Differences*

### **March 13, 16**

Readings:

### **Discourse Analysis; The Construction of Personhood: Politeness and Face**

Bonvillain: Chapter 5: Communicative Interactions

In Shopen, Inoue: Japanese: A Story of Language and People

Fieldwork Report (3): Ethnography of Communication

### **March 20, 23**

Readings:

Turn in:

### **Register; Regional Dialects**

Bonvillain: Chapter 9: Societal Segmentation and Linguistic Variation

Final Project: Proposal

### **March 27, 30**

Readings:

### **Social Dialects: Class, Race**

Bonvillain: Chapter 9: Societal Segmentation and Linguistic Variation

### **April 3, 6**

Readings:

Turn in:

### **Gender**

Bonvillain: Chapter 10: Language and Gender

In Shopen, Haviland: How to talk to your Brother-in-Law in Guugu Yimidhirr

Fieldwork Report (4): Language Variation: English Dialects

### **April 10, 13**

Readings:

### **Multilingualism**

Bonvillain: Chapter 11: Multilingual Nations

Bonvillain: Chapter 12: Bilingual Communities

### **April 17**

### **Course Wrap-up and Conclusions**

### **April 18, 23**

Turn in:

Turn in:

### **Final Project Poster Presentations and Paper**

Final Project Poster and Presentation (Wednesday, April 18, 5:30pm – 7:00pm)

Final Project Papers (Monday, April 23, by 9am)

**Ling 1150: Introduction to Language and Linguistics**  
Northeastern University  
Spring, 2018

**Instructor Information**

Instructor: Dr. Shiti Malhotra

Office: 549 Nightingale Hall

Email: s.malhotra@northeastern.edu

Phone: 617-373-3454

Office hours: 9:am-10am and 12:00pm-1:00pm MWTh or by appointment

**Course Description:**

This course is designed to explore the knowledge and use of language by humans. We will investigate properties of the language system, identifying the units and how they combine at various levels (how sounds combine into words and words combine into phrases, etc.). At every level we will examine the rules that you unconsciously know, allowing you to use language.

**Course Objectives:**

- to survey some of the main sub-disciplines in linguistics
- to learn about the basic questions that linguists ask within these sub-disciplines
- to learn about the basic methodology used by linguists to answer these questions, including: gathering data, making generalizations, formulating and testing hypotheses, choosing between competing theories
- to understand the core findings of this field and motivations underlying them
- to gain an appreciation for the diversity among languages while at the same time discovering elements common to all languages
- to understand the nature of human language and ways in which it differs from other systems of communication

**Required Textbooks:**

(1) Language Files 12<sup>th</sup> Edition. *Ohio State University*

**Evaluation**

<b><u>Breakdown of final grade:</u></b>
Homework (5) ... 60%
Midterm (1)..... 20%
Final Exam (1) ... 20%
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Total ... 100%

<b>Grading Scale:</b>
94-100      A
90-93      A-
87-89      B+
83-86      B
80-82      B-
77-79      C +
73-76      C
70-72      C-
67-69      D+
63-66      D
60-62      D-
59 and below      F

1. Homework: You will have a total of 5 homework assignments. Homework is due at the **beginning** of the class period on the due date and should be typed (except for trees and phonetic symbols) and **stapled**. Homework received after the class will be considered late and will receive a 10% deduction in grade. Late homework will be accepted only until 2 days (following class period) after the original deadline.

Try to complete homework thoroughly and on time. In order to learn how to do linguistics you have to **do** linguistics. This is a hands-on course in which you will learn to solve the types of problems that linguists deal with. These problems will involve analyzing real data from real languages. It is critical that you do the assignments and preparation exercises on time in order to learn the skills required to be successful in the course. This is not the type of class in which you can do well by cramming at the last minute. You will be responsible for regularly checking the course web page and printing out the assignments and exercises for yourself.

2. Exam: There will be two exams, a midterm and a final. Both the exams will be closed-book. They will (for the most part) not test you on memorized material, but will require you to think about problems and analyze data that you have not seen before. No early or late make-up exams will be given. If you miss the exam, you will receive a “0” on it. Exceptions will be made only in the case of serious, *documented* emergencies which are communicated to me in a timely manner.

### **Student Responsibilities**

You are expected to take responsibility for your own learning! (The instructor’s job is to facilitate that learning process and provide you with information and resources.)

Attend class. Attendance is crucial to success in this class. You are expected to attend the lecture. You will be responsible for all the material covered in class as well as in the book and readings. There are, of course, good excuses for missing class, i.e., illness (verified by a doctor’s note), or death in your family (verified by an obituary or death notice).

Communicate: If you have any trouble with the course, if you have an emergency where you need to miss class (especially more than one class), etc., make sure that you contact me as soon as possible to let me know what is happening. Letting me know of a problem in a timely way helps to make sure that I can accommodate your needs.

Come to office hours. Office hours are designed for students to come and get extra help, to talk in greater detail about interesting ideas, or to give feedback to the instructors about her teaching or the class in general. Make use of them! If you cannot attend a scheduled office hour but need help, contact me by email to set up an alternative meeting time. But please plan ahead! Give yourself plenty of time to complete assignments and if you are having trouble, make every effort to attend a scheduled office hour.

Participate in class discussion with thoughtful and constructive comments and questions. Participating in class is valuable because it helps you to be an active listener and increases the likelihood that you will understand and retain the material. Please ask questions in class if there is something you do not understand. Join the group! Do not sit in the back of the class (if at all possible).



Avoid disruptive or distracting behavior. Be respectful to your instructors and peers and sensitive to the needs of those around you. **Cell phones should be turned off during class** (people with potential emergencies can leave their phones on vibrate.)

**Inappropriate behaviors during class include: using cellphone, reading newspapers, carrying on private conversations with your neighbors, sleeping, and eating.**

Collaboration: You are encouraged to discuss homework problems with me if you need help. You can also discuss with your classmates. However, you must **write up your answers on your own and in your own words. If you take material from an article or a book, provide proper citation and acknowledge your collaborators** in a footnote. Make sure that for every problem, you understand and can justify your answers if asked.

**DO NOT COPY. DO NOT SUBMIT SOMEONE ELSE'S WORK AS YOUR OWN.** Plagiarized material (copied from a book or fellow student) will NOT be accepted for credit.

If I discover two assignments that have significant portions of identical material, I will assign a grade of "0" to **both** assignments and the case will be reported to the [Office of Student Conduct and Conflict Resolution](#).

If I receive a homework assignment with material copied from a book or article without proper citation, I will assign a grade of "0" to that assignment and the case will be reported to the [Office of Student Conduct and Conflict Resolution](#).

**I follow the University's policies on academic honesty. Northeastern University has a recognized Code of Academic Integrity, administered by the [Office of Student Conduct and Conflict Resolution](#). This Code sets standards for academic integrity at Northeastern for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity, please visit <http://www.northeastern.edu/osccr/academicintegrity/index.html#Guidelines>**

**Ling 1150**  
**Introduction to Language and Linguistics**  
**Update Schedule**

This schedule is provided to give you a **rough landscape** of what the course will be like. Make sure to check the web page regularly for readings, assignments, and announcements.

	<b>Topic</b>	<b>Readings</b>	<b>Due Dates</b>
Week 1 (1/8-1/12)	Nature of Language; Mental Grammar and Innate Knowledge	Language Files, Chapter-1	
Week 2 (1/15-1/19)	Phonetics	Language Files, Chapter-2	
Week 3 (1/22-1/26)	Phonology	Language Files, Chapter-3	Homework#1 Due: (1/22)
Week 4 (1/29-2/2)	Morphology	Language Files, Chapter-4	
Week 5 (2/5-2/9)	Syntax (Phrase Structure)	Language Files, Chapter-5	
Week 6 (2/12-2/16)	Syntax (Recursion, Ambiguity and Transformation)		Homework#2 Due: (2/12)
Week 7 (2/19-2/23)	Semantics and Pragmatics	Language Files, Chapter-6 and 7	
Week 8 (2/26-3/2)	Review (2/26) <b>Midterm (3/2)</b>		Homework#3 Due: (2/26)
Week 9 (3/5-3/9)	<b>SPRING BREAK</b>		
Week 10 (3/12-3/16)	Language Acquisition	O'Grady (2005), Chapter-11	
Week 11 (3/19-3/23)	Poverty of stimulus Language Acquisition in special circumstances	Crain & Nakayama (1987) Curtiss (1974)	
Week 12 (3/26-3/30)	Sign language and its acquisition	Crain & Lillo-Martin (1999)	Homework#4 Due: (3/26)
Week 13 (4/2-4/6)	Animal Communication; Language and Brain	Anderson (2004) Terrace (1987)	
Week 13 (4/9-4/13)	Language and Society  Review	Language Files, Chapter-10	Homework#5 Due: (4/13)
Week 14 (4/16-4/18)	<b>Final Exam (Last Day of Classes)</b>		

**Ling 1150: Introduction to Language and Linguistics**  
Northeastern University – Spring 2018

**Instructor Information:**

Professor: Dr. Robert Painter  
Office: 546 Nightingale Hall; (617) 373-6857  
E-mail: r.painter@neu.edu  
Office hours: MW – 12:30-2:00 pm

**Meetings:** Ling 1150-04 (CRN 31689): MWTh – 9:15–10:20 am; Ryder Hall 156

**Course Description:**

This course is an introduction to linguistics, the scientific study of languages. We explore the major areas describing the structure of languages including: **phonetics** (the production of speech sounds), **phonology** (sound systems in languages); **morphology** (formation and internal structure of words); **syntax** (grammatical relationships between words, phrases, and sentences); and **semantics** (referential meaning of words). The course also covers topics such as **pragmatics** (utterance meaning within conversation); **sociolinguistics** (language use within speech communities); the relationship between **language and culture**; **languages in contact** situations; **historical linguistics** (the study of language change); and **writing systems** used to represent spoken languages around the world.

**Course Goals:**

- [1] Gain a survey understanding of the main sub-fields of linguistics, particularly phonetics, phonology, morphology, syntax, and semantics.
- [2] Survey and gain experience with linguistic phenomena which occur among world languages.
- [3] Develop practical, specialized skills in linguistic analysis of language data.
- [4] Obtain an awareness of the scope of linguistics and how the field overlaps with other disciplines such as psychology, second language teaching, anthropology, sociology, etc.

**Prerequisites:** None. This is a beginner course for those with no familiarity with any second language or linguistics.

**Required Textbooks: (1)**

Dawson, H. C. & Phelan, M., eds. (2016). *Language Files: Materials for an introduction to language and linguistics* (12th edition). Columbus: Ohio State University Press.  
Some students find this textbook is 'dry' or 'boring' (and physically heavy!) but it has exceptionally clear, non-theoretical discussion of the main areas in linguistics, with extensive data sets which accompany each chapter.

**Course Resources:**

Blackboard Website: The course page is the main reference for course materials, including the syllabus, schedule updates, on-line versions of notes, out-of-class announcements, etc. Please check it regularly.

**Course Information:**

**A. Course Format.** This course runs as a lecture, but there will be frequent group and individual practice of various skills in linguistic analysis and working with problem sets. In-class discussion and questions about the material are highly valued and encouraged.

**B. Course Requirements.** This course covers a tremendous amount of territory, and consequently it is important that students read the assigned chapters from *Language Files*. Readings from the textbook should be completed *before* the lecture for which they are assigned. It is expected that students take the time to study the material carefully so that they are prepared to participate actively in class. The specific requirements for the course are listed below:

1. **Linguistic Data Assignments.** The purpose of the six (6) assignments is to give students practice with analyzing linguistic data. Assignments generally consist of specific problem sets from *Language Files*.  
GRADING = 6 x 10% each = 60% of the course grade.

2. **Short IPA Quiz.** In this course, students will need to learn the International Phonetic Alphabet, a special writing system used for notating speech phonetically. Because of the extreme importance of mastering this new phonetic transcription, there will be a 30-minute, in-class quiz where students must demonstrate that they have a minimum familiarity with the basic symbols for English transcription.  
GRADING = 5% of the course grade.

3. **Midterm Exam.** There will be a take-home Midterm Exam assigned in Week 8 on the major structural areas of linguistics in phonetics, phonology, morphology, and syntax. The exams are generous in that they are open-book / open-note, but there is a strict Honor System in place regarding collaboration, plagiarism, and Googling answers, any violation of which can result in failure of the exam(s) or of the course.  
GRADING = 15% of the course grade.

4. **Final Exam.** The final exam will consist of take-home problem sets, covering material from the entire course. The Final is assigned on the last day of class and is due on **Wednesday, April 25, 12:00 pm**.  
GRADING = 15% of the course grade.

5. **Regular Attendance and Active Participation.** Attendance is reflected in your grade. *A -5% penalty is deducted from the final course average for each unexcused absence after two (2) absences.* Depending on special circumstances, you can talk with me beforehand for securing an 'excused' absence.

Participation is also tied to attendance as follows. In order to learn the methods of linguistic analysis, students need to participate actively in class by asking questions, taking notes, and generally bringing a professionalism to their study of linguistics. Students who routinely do not participate during class may be marked 'non-participating' for a given day; **three (3) subjective notes of 'non-participating' equals one unexcused absence with the same penalty (-5% off the final course grade).**

**C. Course Grades.** Grades are calculated as follows:

	Percentage
Assignments (6)	60%
Phonetic Symbol Quiz	5%
Midterm Exam	15%
Final Exam	15%
Participation	5%
Total	100%

Letter Grades			
A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%

**Note on 'A' grades.** Despite being a 1000-level course, do not expect curving or grade inflation. For me, work which receives an 'A' is academically stellar and professionally done, going beyond the mere completion of the technical points of each assignment. It is highly detailed, accurate, well-written, and shows a mature consideration of the concepts at hand. See 'Appendix A: *Writing Strong Linguistics Assignments*' below on how to write and present successful Linguistics assignments.

#### D. Course Policies and Housekeeping.

Professional Conduct. Don't use cell phones during class (including texting or web-browsing). I have extremely little patience for students texting or checking texts. Phones should be turned off during class (people with potential emergencies can leave their phone on 'Do Not Disturb' mode, but do not abuse this). ***Laptops, tablets, and iPads are not needed for class and electronic note-taking is discouraged, generally since the temptation to chat or surf are overly strong and form a distraction to learning.*** (Recent research shows that students retain information better if they take classic pen-and-paper notes.)

Office Hours & Extra Help. I am always delighted to help students on any issue, big or small, or even if students simply want to chat informally about languages or linguistics. If you have a regular conflict with my office hours, I can make an appointment with you for a different time. Don't be afraid to ask.

Peer tutoring is also available for Ling 1150 (<http://www.northeastern.edu/csastutoring>); it is completely free to you as students at Northeastern.

Late Work. This course moves fairly quickly and it is therefore necessary for students to keep up with the problem set assignments from the textbook. In recent years, there has been a drastic increase in the number of special requests I get for extensions, so this has necessitated a policy: **I will not accept late assignments. Students with special conflicts should plan to submit assignments before the deadline.**

#### E-mail Protocols.

- Use your **NEU-issued e-mail account** and **provide a Subject line**, such as 'Ling 1150 HW5 question from Jen'. This is helpful for two reasons: [1] with the volume of emails I receive each day, a crisp Subject line makes it more likely that your email is visible in my Inbox; and [2] I may not read e-mails from foreign, non-NEU accounts, due to the action of spam filters ('Who is *boghopper53@google.com*?').
- Note: I teach three courses on M, W, Th, so my reply may not be immediate on those days. But I usually won't leave campus until I've cleared my Inbox, so you should have a reply before the close-of-business on a weekday (5:00-6:00 pm) and certainly within 24 hours.

Food in Class. Everyone is welcome to a cup of coffee or bottled water, and it's probably fine to bring bagels, muffins, energy bars or fruit to keep your energy up; use discretion as to what's appropriate.

On Collaboration. You are invited and encouraged to discuss linguistics problem sets with your classmates in study groups, but such collaboration cannot extend to the write-up phase. **You must write up your answers on your own and in your own words.** Two students working together tend to generate almost identical assignments in normal circumstances which is a red flag for plagiarism. If you work with another student, both students must state this directly at the top of each assignment e.g. 'I WORKED WITH JOHN BUT WE WROTE OUR ANSWERS SEPARATELY'.

Academic Integrity. You are expected to think for yourself, learn for yourself. Do not submit someone else's work as your own. ***Cheating, plagiarism, and fabrication (the invention of data) will not be tolerated, and incidents will be immediately reported to the Office of Student Conduct & Conflict Resolution (OSCCR).*** Be aware that your work may be scanned with Turnitin anti-plagiarism software. Any assignment or work which is partly or entirely plagiarized (from another student or outside source) will receive an automatic zero. To guard against plagiarism in your work, consult the following sites:

[http://www.lib.neu.edu/online\\_research/help/avoiding\\_plagiarism](http://www.lib.neu.edu/online_research/help/avoiding_plagiarism)  
<http://www.northeastern.edu/osccr/academichonesty.html>

**E. Tentative Course Schedule:** *This is an overview of the course. We will follow this schedule as closely as possible, but check Blackboard for changes in case of extenuating circumstances, such as snow days, illness, etc.*

Week	Day: Topic	Reading	Assignment
Week 1 – MWR (Jan 8, 10-11)	1: Course Overview: Introduction to Language & Linguistics	LF 1.0-1.3	
	2: Phonetics: Anatomy & Terminology	LF 2.0-2.1	
	3: Phonetics: Consonant Articulation	LF 2.1-2.1	
Week 2 – WR (Jan 17, 18)	M: <b>MLK Day – No classes</b>		
	4: Phonetics: Vowel Articulation and Transcription	LF 2.3	<b><i>HW1 assigned (W)</i></b>
	5: Phonetics: Cross-Linguistics	LF 2.4	
Week 3 – MWR (Jan 22, 24, 25)	6: Phonetics: Supersegmentals	LF 2.5	
	7: Phonology: Sound Patterns and Phonotactics	LF 3.0-.3.1	<b><i>HW1 due (W)</i></b>
	8: Phonology: Phonemes and Allophones	LF 3.2-3.3	
Week 4 – MWR (Jan 29, 31, Feb 1)	9: Phonology: Phonological Rules & Processes	LF 3.3-3.4	<b><i>Short IPA Quiz (M)</i></b>
	10: Phonology: Phonological Analysis	LF 3.5	<b><i>HW2 assigned (W)</i></b>
	11: Morphology: Word Structure	LF 4.0-4.2	
Week 5 – MWR (Feb 5, 7, 8)	12: Morphology: Morphological Typology	LF 4.3	
	13: Morphology: Morphological Analysis	LF 4.4-4.5	<b><i>HW2 due (W)</i></b>
	14: Morphology: Interlinear Glossing	<i>course notes</i>	
Week 6 – MWR (Feb 12, 14, 15)	15: Syntax: Word Order & Co-occurrence	LF 5.0-5.2	
	16: Syntax: Constituency	LF 5.0-5.3	
	17: Syntax: Phrase Structure	LF 5.4-5.5	<b><i>HW3 assigned (R)</i></b>

Week 7 – WR (Feb 21-22)	<b>M: Presidents' Day – No classes</b>		
	18: Syntax: Syntactic Analysis	LF 5.5	
	19: Syntax: Dependency	<i>course notes</i>	<b>HW3 due (R)</b>
Week 8 – MWR (Feb 26, 28, Mar 1)	20: Midterm: Review and Expectations	<i>course notes</i>	<b>Midterm assigned (M)</b>
	21: Semantics: Lexical Semantics	LF 6.0-6.2	
	22: Semantics: Compositional	LF 6.3-6.4	<b>Midterm due (F), 12:00 pm</b>
Spring Break (Mar 3-11)	<b>Spring Break – No classes</b>		
Week 9 – MWR (Mar 12, 14-15)	23: Semantics: Theta Roles	<i>course notes</i>	
	24: Pragmatics: Gricean Maxims	LF 7.0-7.4	<b>HW4 assigned (W)</b>
	25: Language & Culture: Culture and the Lexicon	LF 11.0-11.1	
Week 10 – MWR (Mar 19, 21-22)	26: Language & Culture: Sapir-Whorf	LF 11.2-11.5	
	27: Language Variation: Regional and Social Variation	LF 10.0-10.3	<b>HW4 due (W)</b>
	28: Language Variation: Gender, Age, Ethnicity	LF 10.4-10.5	
Week 11 – MWR (Mar 26, 28-29)	29: Language Contact: Borrowing	LF 12.0-12.2	
	30: Language Contact: Pidgins, Creoles, and Bilingualism	LF 12.3-12.4	
	31: Language Contact: Language Death	LF 12.5-12.7	<b>HW5 assigned (R)</b>
Week 12 – MWR (Apr 2, 4-5)	32: Historical Linguistics: Language Relatedness	LF 13.0-13.2	
	33: Historical Linguistics: Sound Change	LF 13.3	
	34: Historical Linguistics: Morphological & Syntactic Change	LF 13.4-13.5	<b>HW5 due (R)</b>
Week 13 – MWR (Apr 9, 11, 12)	35: Historical Linguistics: Semantic Change	LF 13.6	

	36: Historical Linguistics: Comparative Reconstruction	LF 13.7	<i>HW6 assigned (W)</i>
	37: Writing Systems; Student Surveys	LF 15.0-15.3	
Week 14 – MW (Apr 18)	M: <b>Patriots' Day - No classes</b>		
	38: Course Wrap-up: Being a Linguist	LF 17.0-17.6	<i>HW6 due (W)</i> <i>Final Exam assigned (W)</i>
Week 15 (Apr 23-27)	<b>Final Exam Week</b>		<i>Final Exam due (W), 12:00p</i>



**Appendix A: Writing Strong Linguistics Assignments:***A. Formatting and Editing*

1. Include your name, the due date, and the assignment number on the first page, and number all pages with your last name in a header or footer, e.g. "Painter 1" or "Smith 4"
2. Type assignments in a standard 12-size font, such as Times, or Times New Roman.
3. Print the assignment on plain white 8.5" by 11" paper, and avoid handwritten work on notebook paper.
4. **Staple your work** neatly with a single staple and transport it into a folder, so it doesn't become crumpled. Don't use a butterfly clip or fold over the corner to fasten pages.
5. It should go without saying, but self-edit and spell-check. Before printing, read the entire document carefully (even aloud to yourself, which is a great way of catching grammatical mistakes or poor logic), and edit away anything you do not like. No one likes to read cluttered work.

*B. On Content:*

1. Good writing is an important feature of professionalism. Superficial responses, one word replies, sentence fragments, and impressionistic answers have no place in any assignment for this course. Try to write concise, well-articulated answers to the data sets and problems, treating each assignment like a 'mini-paper': short but also full and professional.
2. When asked to analyze data in prose, think about the problem carefully before you write. If there are multiple analyses, consider them in your answer. Don't ramble and start a sentence with, "I'm not sure but I think..."
3. If you refer to secondary literature in the body text of your assignment, cite the author, year of publication and page number, e.g. (Blevins 2004: 15). Any time you cite, you are committed to producing a References section of your assignment with full bibliographical details of the source you cited, as below. Whatever system of citation you use (i.e. MLA, APA), use it consistently.

**(Sample) References:**

Blevins, J. (2004). *Evolutionary phonology*. Cambridge: Cambridge University Press.

*C. Conventions within Linguistics*

1. In Linguistics, it is often necessary to hand-write phonetic symbols like these [ð, æ, ð, ʒ] or draw diagrams for syntax (more on this later) which can be tricky to produce. In these cases, the assignment should still be typed, with some room given to include symbols and to draw trees by hand. Better still, ask me how to generate these symbols on your computer – a fairly easy process.
2. Syntactic trees should be drawn with a ruler or other straight-edge, preferably in pencil.
3. Sometimes when writing about language, you will need to cite a word or short phrase in another language. Give the word or phrase in *italics* or 'single quotes'. For example, the Latin word for 'girl' would be cited as *puella* or 'puella'. One practice is to cite linguistic material in italics with the English gloss in quotes:  
Example: The Latin word *puella* 'girl' is a feminine noun.
4. Longer excerpts of language, such as sentences or short paragraphs, should be set apart from the main text by indentation and numbered. When you refer to the text, you can do so by number, as in (4a) and (4b) below. This is the practice for formatted examples used throughout *Language Files*.

(4a) The panda eats, shoots, and leaves.

(4b) The panda eats shoots and leaves.

5. Indicate a sentence is ungrammatical with an asterisk (\*); unfelicitous with a (#); and questionably grammatical with a question mark (?), as in (5a) and (5b).

(5a) \*Chris and Dana is very good students.

(5b) ?On the sofa, Kim sat.

6. **Critically Important:** Linguists often need to discuss language data from various languages throughout the world. **When discussing a data set, be sure to give the name the language from which the data comes.** Discussing linguistic phenomena expertly but failing to give the name of the language is not considered professional work. **The name of the language should be prominently given at the start of each problem-set.**

# LINGUISTICS 4654: Seminar: Constructed Languages

Spring 2018

[lɪŋ'gwɪstɪks 'fɔːrɪsɪks fɪfti 'fɔː 'sɛmənɑː kən'stɪktəd 'læŋgwədʒəz]

4 Credits

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Adam I. Cooper  
**Office:** 547 Nightingale Hall  
**Email:** [a.cooper@northeastern.edu](mailto:a.cooper@northeastern.edu) (the best way to reach me)  
**Phone:** (617) 373-3175  
**Office Hours:** Mondays 1:45-2:45pm, Thursdays 1:45-2:45pm, and by appointment

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## COURSE INFORMATION

### *Meetings*

**Day and Time:** Mondays, Thursdays 11:45-1:25pm (CRN 32115)  
**Location:** 204 Ryder Hall

### *Course Description*

This seminar will focus on constructed languages: linguistic systems which have emerged from conscious creation, rather than natural development. We will survey a variety of well-known constructed languages (or *conlangs*), and examine them along a number of dimensions, including the motivations behind their creation, their internal coherence and typological plausibility, and their status and effectiveness within the culture (real or fictional) for which they were designed. You will also have the opportunity to apply your knowledge of linguistic structure and linguistic analysis to develop a constructed language of your own.

### *Prerequisites*

LING 2350. This course assumes a familiarity with basic linguistic concepts and methods of analysis.

### *Objectives*

By the end of the semester, students should:

- Gain an understanding of why and how people invent languages, and how these languages differ from natural languages.
- Gain experience in analyzing linguistic data from a wide array of languages, both natural and constructed, along typological, phonological, and morphosyntactic dimensions.
- Gain experience in synthesizing linguistic research with their own original data analyses and proposals.
- Design a constructed language that demonstrates an understanding of the concepts learned throughout the semester and incorporates aspects of both synthesis and analysis.

***Learning Outcomes***

At the end of this course, successful students should be able to:

- Identify, explain, and use critical terminology, concepts, and theories in major areas of linguistic research.
- Use data to identify fundamental components of a language, in terms of sound, word and sentence structure, and vocabulary, and to contextualize it within a broader linguistic typology.
- Characterize and analyze the types of existing invented languages.
- Explain the motivations behind language creation.
- Perform close readings of linguistically-oriented texts.

**COURSE RESOURCES*****Required Textbooks***

Okrent, Arika. 2009. *In the Land of Invented Languages*. New York: Spiegel & Grau.

Peterson, David J. 2015. *The Art of Language Invention*. New York: Penguin.

***Course Site***

On Blackboard. Here you'll find class slides, handouts, additional and supplemental readings, helpful and/or interesting links, and the like. I encourage you to check it **regularly**.

**COURSE GRADES*****Grading Breakdown***

- |                                                        |            |
|--------------------------------------------------------|------------|
| ▪ Careful completion of the assigned readings          |            |
| ▪ Regular attendance and active participation in class | 10%        |
| ▪ 6 reading discussion assignments                     | 10%        |
| ▪ 1 constructed language survey project                | 20%        |
| ▪ 1 constructed language design project                | <u>60%</u> |
|                                                        | 100%       |

In addition, all students are expected to participate in the **TRACE** (Teacher Rating and Course Evaluation) survey at the end of the term.

***Grading Scale***

This course will adhere to the grading standards given on the following page. While there is no curve, I do pay attention to demonstrations of improvement over the course of the semester.

Letter Grade	Percentage	Status	Letter Grade	Percentage	Status
A	93 – 100%	Outstanding	D+	67 – 69.9%	Poor Achievement
A-	90 – 92.9%	Achievement	D	63 – 66.9%	
B+	87 – 89.9%	Good Achievement	D-	60 – 62.9%	
B	83 – 86.9%		F	0 – 59.9%	Failure
B-	80 – 82.9%	Satisfactory Achievement			
C+	77 – 79.9%				
C	73 – 76.9%				
C-	70 – 72.9%				

## COURSE REQUIREMENTS

### *Readings*

Careful completion of the assigned readings gives you a valuable opportunity to reinforce the concepts that will prove critical in this course – so it's very important to keep up with the readings as the course proceeds, even if, as you will find, they sometimes overlap with the material covered in class meetings. Indeed, while I'm always happy to address any questions you might have over the course of the semester, you are strongly encouraged to read the relevant material(s) prior to contacting me.

See the final two pages for a course schedule including reading assignment due dates, as well as a list of additional readings beyond the two textbooks. Readings should be completed **before** the relevant class meeting (but it's not a bad idea to review them afterwards too).

### *Regular Attendance and Active Participation in Class (10%)*

Attending class regularly is **crucial** to successful completion of this course, so **on-time** class attendance is **required** and will be recorded daily by sign-in sheet.

You will also be expected to be **actively engaged** in class: this means taking notes, asking questions, answering questions, venturing solutions, and the like. **In short, you should strive to remain connected to the classroom conversation by coming to class prepared to contribute your perspectives and opinions, and open to engaging in hands-on learning.** As such, in-class use of **non-essential electronic devices** (including cell phones) is **not** permitted: texting, emailing, tweeting, web-surfing, gaming, writing papers, etc. during class time distract **you, your classmates, and me**, and as such will have a negative outcome on your final grade. **Computers are permitted for note-taking, but research shows that taking notes by hand is significantly better for long-term memory and understanding.**

Note that it will not be unusual for material presented in class to complement and/or supplement the material found in the readings, further highlighting the importance of careful note-taking during class. Additionally, a significant component of this course will involve **hands-on practice** with data analysis; you may be asked to examine a set of data ahead of time, for collaborative in-class discussion.

Policies on missing class:

- If you know you will be missing class for a legitimate reason, please inform me **as soon as possible, before** the relevant class. Absences conveyed ahead of time may be eligible for ‘**excused**’ status (as determined by me), which would **not** affect your attendance grade; absences conveyed after-the-fact or not at all will generally be deemed ‘**unexcused**’ absences, and will **negatively** affect your attendance grade.
- If you are absent from class, it is **your** responsibility to bring yourself up to speed on what you missed. I will be happy to meet with you to explain what you don’t understand, but I will not repeat a lecture.

### ***Reading Discussion Assignments (10%)***

While you are strongly encouraged to regularly make use of our Blackboard **discussion board** over the course of the semester to post questions, make observations, draw connections, and the like, there will be **6** activities that will **require** you to do so, to engage with course material and prepare for in-class discussions.

After completing the relevant readings, you will consider, and post in the appropriate forum brief responses to, a set of targeted questions – generally 3-4 in number – by **11:30pm** before the class meeting in which we’re scheduled to discuss these readings. Questions will be made available **online** at least one week ahead of the associated class meeting; **hard copies** will be distributed in the preceding class meeting.

### ***Constructed Language Survey Project (20%)***

The **constructed language survey project** will allow you to contribute to our course’s collective awareness of the breadth of invented languages, by conducting, synthesizing, and presenting research on a constructed language **not** covered in our class meetings and discussions.

You will be expected to prepare a 10-15 minute slide- and handout-based presentation of your language, to be delivered in class during **Week 5** of the semester, on **February 05** or **08** (presentation order will be determined at a later date). You will also be expected to submit a written report on the language, of approximately 6-8 pages in length, by **Thursday, February 15**.

The breakdown of your responsibilities for the constructed language survey project is as follows:

- |                      |            |
|----------------------|------------|
| - Class Presentation | 05%        |
| - Paper              | <u>15%</u> |
|                      | 20%        |

***Constructed Language Design Project (60%)***

The **constructed language design project** will allow you to apply your knowledge of the linguistics of natural and invented languages to create a language of your own (with my guidance).

The project will play out across a number of individual pieces of writing, generally 5-6 pages in length, which you collect and revise into a final coherent whole. Tentative due dates for each of these pieces can be found in the schedule at the end of this syllabus; note the final write-up will be expected to take the form of a paper approximately 15 pages in length, submitted by **Wednesday, April 25**.

You will also be expected to prepare a 10-15 minute slide- and handout-based presentation of your language, to be delivered in class during **Weeks 12 and 13** of the semester, on **April 05, 09, or 12** (presentation order will be determined at a later date), as well as a **poster** for the **Spring 2018 Linguistics Research Poster Session**, scheduled to take place from **5:30-7pm** on **Wednesday, April 18** (the last day of classes).

As part of the process, you will be expected to meet with me **at least twice** over the course of the semester, first to zero in on the **context** of your language (no later than **Week 6**, i.e. by **Friday, February 15**) and then to consult on your progress **designing** it (as often as you'd like). You will also be expected to contribute to regular 'brainstorming' sessions we will hold throughout the second part of the semester, sharing your progress and soliciting feedback from the class.

The breakdown of your responsibilities for the constructed language design project is as follows:

- Proposal	05%
- Phonology Paper	10%
- Morphosyntax Paper	10%
- Language Change OR Writing Paper	05%
- Class Presentation	05%
- Poster Presentation	05%
- Final Paper	<u>20%</u>
	60%

***Extra Credit***

Opportunities for extra credit may occasionally be made available over the course of the semester. These opportunities must be taken when they are offered, and completed on time.

Additionally, an extra **0.25%** can be added to your final grade if you are the first to identify (by email or in class) a **typo** or **mistake** in any materials I've prepared and posted to the Blackboard course site (an incentive to check the site regularly!).

## COURSE POLICIES

### *Academic Integrity*

All students are expected to fully abide by the **Northeastern University Academic Integrity Policy** in every aspect of their engagement in the course. Cheating, fabrication, and/or plagiarism will not be tolerated: suspected cases of academic dishonesty will be immediately referred to the **Office of Student Conduct and Conflict Resolution (OSCCR)** and a grade of **zero** will be given to any assignment involving full or partial fabrication and/or plagiarism.

For more information on Northeastern's Academic Integrity Policy, please visit <http://www.northeastern.edu/osccr/academic-integrity-policy/>.

For more information on what constitutes plagiarism, please visit <http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>.

You are also welcome to see me if you have any questions.

### *Students with Disabilities*

If you have a documented disability (learning or otherwise) and anticipate requiring accommodations in this course, please get in touch with me as soon as possible so we can work out a plan to address your needs.

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## WHERE TO FIND HELP

- *Instructor.* I am always happy to answer questions and provide extra assistance! Drop by anytime during my office hours, or make an appointment, if those aren't convenient. I'm also happy to answer questions via e-mail (be sure to allow for a day or two, as I may not be able to respond immediately).
- *Study Groups.* Many students find that discussing their work with their fellow classmates helps them to understand more fully material of the sort we'll be exploring. Small study groups of two to four people are ideal, as they allow for everyone to contribute their ideas and questions to the discussion.
- *Online Help.* Class materials, including slides, worksheets, other handouts, and additional and supplemental readings are posted regularly to Blackboard; these will be especially useful if you missed something in class.

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## PRELIMINARY SCHEDULE

The schedule on the following page should give you an approximate idea of how we will proceed over the course of the semester. **Note that it is not set in stone.** Rather, it's subject to change based on our progress moving through the material. I will provide updates as needed, in a timely manner.

Unit	Week	Day	Topic	Reading Due	Assignment Due	
CONSTRUCTED LANGUAGES: SURVEY	1	M. Jan. 08	Introduction and Preliminaries	(AO Ch. 1-2, DJP Introduction)		
		Th. Jan. 11	Inventing for Truth: Philosophical Languages	AL Ch. 1-2	<b>RD 1</b> (W 01/10 11:30pm)	
	2	M. Jan. 15	<i>Martin Luther King Jr. Day</i> (no class)			
		Th. Jan. 18	Inventing for Precision: Logical Languages	AO Ch. 18-21	<b>RD 2</b> (W 01/17 11:30pm)	
	3	M. Jan. 22	Inventing for Peace: Esperanto	LZ, AL Ch. 4-5, AO Ch. 8-12	<b>RD 3</b> (Su 01/21 11:30pm)	
		Th. Jan. 25	Inventing for Equality: Láadan	AO Ch. 22, LED	<b>RD 4</b> (W 01/24 11:30pm)	
	4	M. Jan. 29	Inventing for Literature: Orwell and Tolkien	GO, JRRT	<b>RD 5</b> (Su 01/28 11:30pm)	
		Th. Feb. 01	Inventing for Visual Media: Klingon and Dothraki	AO Ch. 23-25, DJP pp. 25-26, 89-96	<b>RD 6</b> (W 01/31 11:30pm); <b>CLD Proposal</b>	
	5	M. Feb. 05	Constructed Language Survey Presentations		<b>CLS Presentation</b>	
		Th. Feb. 08				
CONSTRUCTED LANGUAGES: DESIGN	6	M. Feb. 12	Preliminaries to Language Invention	AO Ch. 26, DJP Introduction		
		Th. Feb. 15	Phonology	DJP Ch. 1	<b>CLS Paper</b>	
	7	M. Feb. 19	<i>Presidents' Day</i> (no class)			
		Th. Feb. 22	Phonology (continued)			
	8	M. Mar. 26				
		Th. Mar. 01	Morphosyntax	DJP Ch. 2		
		M. Mar. 05	<i>Spring Break</i> (no class)			
		Th. Mar. 08				
	9	M. Mar. 12	Morphosyntax (continued)		<b>CLD Paper 1:</b> Phonology	
		Th. Mar. 15				
	10	M. Mar. 19	Language Change	DJP Ch. 3		
		Th. Mar. 22				
	11	M. Mar. 26	Writing		<b>CLD Paper 2:</b> Morphosyntax	
		Th. Mar. 29		DJP Ch. 4		
12	M. Apr. 02	Constructed Language Design Presentations		<b>CLD Presentation</b>		
	Th. Apr. 05			<b>CLD Paper 3: Language Change OR Writing</b>		
13	M. Apr. 09					
	Th. Apr. 12	Wrap-Up				
14	M. Apr. 16	<i>Patriots' Day</i> (no class)				
	W. Apr. 18	Spring 2018 Linguistics Research Poster Session		<b>CLD Poster</b>		
	W. Apr. 25	<b>CLD Final Paper</b>				



Note **RD** = Reading Discussion post, **CLS** = Constructed Languages Survey project, and **CLD** = Constructed Languages Design project.

Additionally, **AO** = Okrent 2009, **DJP** = Peterson 2015; readings beyond these (available on Blackboard) are listed below:

**AL** = Large, Andrew. 1985. *The Artificial Language Movement*. Oxford and New York: B. Blackwell.

**LZ** = Zamenhof, Ludwik. 1889. *An Attempt Towards An International Language*. Written as Dr. Esperanto, trans. by Henry Phillips, Jr. New York: Henry Holt & Company.

**LED** = Láadan to English Dictionary. Available at <https://laadanlanguage.wordpress.com>.

**GO** = Orwell, George. 1949. Appendix to *Nineteen Eighty-Four*. London: Secker & Warburg, pp. 301-314.

**JRRT** = Tolkien, J.R.R. 1955 [1965]. Appendices E and F to *The Return of the King*. Boston: Houghton Mifflin Company, pp. 391-416.

Tolkien, J.R.R. 1987. The Etymologies. In Christopher Tolkien, ed., *The Lost Road and Other Writings*. New York: Houghton Mifflin Harcourt, pp. 377-448.

**Linguistics 2350: Linguistic Analysis**  
Northeastern University – Spring 2018

**Instructor:**

Name: Dr. Robert K. Painter  
E-mail: r.painter@northeastern.edu  
Office: 546 Nightingale Hall; (617) 373-6857  
Office hours: MW: 12:30-2:00p, and by appointment.

**Class Meetings:**

(CRN 31506) MWTh: 10:30-11:35 am; Ryder Hall 156

**Course Description:**

This is a course on the analysis of linguistic data. The course takes a descriptive, non-theoretical approach in teaching students the methods of analyzing language phenomena in the major areas of phonetics, phonology, morphology, and syntax. There will be a heavy focus on linguistic typology, exploring the range and breadth of what human languages 'do'.

**Prerequisite:** Ling 1150

**Course Objectives:**

- [1] To develop a knowledge of language typology, i.e. what languages have in common and how languages differ, in the areas of phonetics, phonology, morphology, and syntax through exposure to an extensive range of languages.
- [2] To learn methods and techniques for analyzing linguistic data in respect to each of these areas.
- [3] To gain experience working with linguistic data and reinforcing core concepts in linguistics.

**Books: (3)**

Payne, T. (2006). *Describing morphosyntax*. Cambridge: CUP. **[Required]**

Exceptionally clear in its discussion of a range of phenomena in morphology and syntax from a typological perspective. Copious cross-linguistic examples are helpful and illustrative. The book's main drawback is that it does not cover the material in the sequence I would want; it also says nothing on phonetics and phonology.

Pereltsvaig, A. (2017). *Languages of the world*. Cambridge: CUP. **[Recommended]**

This *optional* book is a descriptive survey of world languages by family. It is quite readable, and students are encouraged to skim chapters on languages which might be viable for their course papers.

International Phonetic Association. (2013). *Handbook of the International Phonetic Association*. Cambridge: CUP. **[Recommended]**

An excellent general source for the proper usage of phonetic symbols, presentation of phoneme inventories, and discussing suprasegmental phenomena, with illustrations from an impressive range of languages.

**Course Resources:**

Blackboard Website: This is the main reference for course materials, including the syllabus, handout copies, and downloadable PDFs of assigned readings. Out-of-class announcements are generally made via the Blackboard system, too, so check it regularly.

## Course Specifics:

### A. Course Format.

This course is designed to be half-lecture, half-practicum course. Much of the course content will be a review of LING 1150: INTRODUCTION TO LINGUISTICS, but core concepts are presented much quicker and generally in much more depth. As a rule, there will be intensive practice with methods and skills for some of each meeting in a 30m : 35m ratio of practicum : lecture.

### B. Course Requirements.

Specific course requirements are outlined below. Further details will be provided in class.

#### 1. Readings.

This course covers the whole typology of linguistic structures – a tremendous territory. There is no single textbook which covers the material in Ling 2350, so I have collected excerpts from books and research articles to provide strong background reading. Moreover, the three reference works selected for this course are excellent on issues of typology, phonology, and morpho-syntax, and students are expected to do careful outside reading. ***All readings in the syllabus are posted as PDFs on Blackboard.***

The assigned readings supplement and expand on topics covered in the course notes and class discussions. Students should be aware that the material in the readings should inform the linguistic analysis for all written work for this course.

#### 2. Short Papers in Linguistic Analysis.

Students will write four (4) papers on the linguistics of an unknown language. Each paper will analyze one aspect of that language: **Phonetics, Phonology, Morphology, and Syntax**. The primary sources for these papers are comprehensive grammars produced by linguists who have done fieldwork on the language, but the papers are intended to be **much more than 'book reports'**. Rather, students are expected to reanalyze source data from the grammar (and complementary sources) and synthesize these into a coherent snap-shot of that sub-system of the language, e.g. the Phonetics of Tamil; the Phonology of Mandinka; the Morphology of Comanche; the Syntax of Lezgian. Each paper should be 'long enough to get the job done', but students should expect to write approximately 8-12 pages per paper, inclusive of linguistic examples, figures, phoneme inventory tables, syntactic trees, references, etc. Paper length will also vary as a factor of the particular language; for example, a language like Cantonese is tonal, and its phonetics and phonology might require a longer description, whereas its morphology (analytic-isolating) would perhaps require a comparatively shorter paper.

*Special Note.* Traditionally within the Linguistics Program, students in Ling 2350 have been expected to complete all four short papers on the same language as sub-components of a larger project. **In this version of the course**, students have the option of working closely with one language all semester, or to write each paper (or some of the papers) on different languages. The four papers are therefore not cumulative, but rather serve as isolated studies of a sub-system of each language, so that a student can potentially explore topics in four unrelated languages over the semester, not just one. ***It is somewhat encouraged that students consider studying at least two unrelated languages; one for the first half of the course; one for the second half.***

### 3. Long Paper in Linguistic Analysis.

For the end of the semester, students are to prepare a more-detailed, more fully researched paper on an unknown language, covering either its Phonetics-Phonology or Morphology-Syntax (depending on the language Phonology-Morphology may be an option). This longer paper should be 'enough to get the job done', but roughly 14-24+ pages in length. **Ideally, this paper should be a highly revised and expanded version of one or two of your Short Papers.** For example, if a student wrote a 10-page short paper on the Phonetics of Tamil, the 'long' paper might be a fuller 18-page discussion which overviews the phonetics and phonology (including supersegmentals) of Tamil expertly in some depth.

Students are required to submit an **Abstract** – no more than 500 words – of their Long Paper topic by Week 12 of the semester, specifying: the unknown language they will write their paper on; the sub-areas of linguistics to be covered; references; and outlining basic features of interest to be covered in the paper and poster presentation (see below).

### 4. Poster Presentation on Two Aspects of an Unknown Language.

At the end of the semester, students in Linguistic Analysis traditionally present their work at the Linguistics Program Poster Session. The poster session gives students an opportunity to present their findings on the language to the class and the wider linguistics community at Northeastern. This semester's session will be on **April 18, 5:30–7:00 pm**. Students are expected to produce a high-quality conference-style poster (18" x 24", professionally printed), and to present their research based on their Short Papers for two aspects of an unknown language, specializing in either its Phonetics-Phonology or Morphology-Syntax (depending on the language Phonology-Morphology may be an option). This 'specialism' is the focus of the presentation, e.g. 'The Sound System of Shona' or 'The Morphosyntax of Faroese'.

### 5. Regular attendance and participation.

As a course for Linguistic majors and minors, student participation in discussions and group work is taken seriously. Due to the multiple deadlines and the need to order resources via ILL, **students must be unusually responsible and pro-active in this course in terms of managing their time.**

The general expectations are that students will participate actively in class discussions, read on topics outside of class, and perform a role in group and individual activities. ***To this effect, texting, web-surfing, Facebooking, showing up late to class, and any other disruptions will negatively affect your course participation grade.*** Three cases of such behavior will count as an unexcused absence with resulting penalties (see below). Moreover, it is recommended that students make every effort to attend each class meeting. Half a letter grade (5%) from a student's raw course grade will be deducted for each absence after **two** unexcused absences.

**C. Course Grades.** Written work in this course will be scored by rubric; each Short Paper (Phonetics, Phonology, Morphology, and Syntax) will receive points based on criteria on the rubric, with the total points converted into a percentage. Feedback will be given in a 'Notes' section.

Grades are awarded as follows.

Item	Percent
Short Papers (4 x 15%)	60%
Final Poster: Abstract (5%)	30%
Final Poster: Presentation (5%)	
Final Paper: Draft (20%)	
Participation	10%
<b>Total:</b>	100%

Letter Grades			
A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	D-	60 - 62%
		F	0 - 59%

**D. Academic Integrity.** Cheating, plagiarism, and fabrication (the invention of data) will not be tolerated, and incidents will be reported immediately to the Office of Student Conduct & Conflict Resolution (OSCCR). Work may be scanned with anti-plagiarism software. Any assignment or work which is partly or entirely plagiarized (from another student or outside source) will receive an automatic zero. *Inadvertant plagiarism tends to be a major issue in this course when students do not use proper academic citations to their research, so students should visit the Writing Center or otherwise review methods of citation in Chicago or APA style early in the course.* To guard against plagiarism in ones work, consult the following sites:

[http://www.lib.neu.edu/online\\_research/help/avoiding\\_plagiarism](http://www.lib.neu.edu/online_research/help/avoiding_plagiarism)

<http://www.northeastern.edu/osccr/academichonesty.html>

#### E. Course Schedule.

*N.B. This is a tentative outline of topics and readings by week. The schedule may change depending on class progress, but deadlines for written work should be considered fixed.*

	Week	Day: Topic	Reading	Assignment
Analysis	Week 1 – MWR (Jan 8, 10-11)	1: Course Overview: The Nature of Linguistic Explanation	Bloomfield 1933: 1-20 (Reading 1)	
		2: The Course Project: Languages of the World	Anderson 2012: ch 2 (Reading 2); Payne 2006: ch 1	<b>Begin thinking about language choice(s).</b>
		3: The Course Project: Resources; Review of Anatomy, Terminology, and IPA	Mackey 1987 (Reading 3)	
Phonetics	Week 2 – WR (Jan 17, 18)	M: <b>MLK Day – No classes</b>		<b>Loan 3-5 grammars for Papers by close-of-business on Monday, Jan 15.</b>
		4: General Consonant Articulations; Discussing the first Short Paper	Carr 2007: ch 1-4 (Reading 4)	
		5: General Vowel Articulations	IPA: American English (Reading 5)	
	Week 3 – MWR (Jan 22, 24-25)	6: Phonation Types	Reetz & Jongman 2009, ch 6 (Reading 6)	
		7: Cross-linguistic Articulations	Ladefoged 2000: 139-155 (Reading 7)	

Phonology		8: Cross-linguistic Articulations 2; Further Discussion of SP1	Hamann 2004 (Reading 8); Whitley 2003 (Reading 9)		
	Week 4 – MWR (Jan 29, 31, Feb 1)	9: Stress and Tone	Ladefoged & Disner 2012: ch 2 (Reading 10)		
		10: Phonemes and Phonotactics	Hayes 2009: ch 2 (Reading 11)		
		11: Phonological Typology	Maddieson 1986 (Reading 12)	<b>Paper 1: Phonetics (2/1)</b>	
	Week 5 – MWR (Feb 5, 7-8)	12: Phonological Typology 2; Discussion of SP2	Velupillai 2012: 69-87 (Reading 13)		
		13: Phoneme Problems	<i>course notes</i>		
		14: Distinctive Features	Gussenhoven & Jacobs 1998: ch 5 (Reading 14)		
	Week 6 – WR (Feb 12, 14-15)	15: Distinctive Features 2	<i>course notes</i>		
		16: Syllables and Syllabification	Carr 2007: ch 7 (Reading 15)		
		17: Syllabic Processes	<i>course notes</i>		
Week 7 – MWR (Feb 21-22)	<b>M: Presidents' Day – No classes</b>				
Morphology		18: Overview of Morphology	Haspelmath & Sims 2010: ch 2 (Reading 16); Payne 2006: Ch 2		
		19: Morphological Glossing	Leipzig Glossing Rules		
	Week 8 – MWR (Feb 26, 28, Mar 1)	20: Morphology Problems	Aronoff & Fudeman 2011: ch 1 (Reading 17)	<b>Paper 2: Phonology (2/26)</b>	
		21: Morphological Processes; Discussion of SP3	Payne 2006: ch 5		
		22: Inflection and Derivation	<i>course notes</i>		
	Spring Break (Mar 3-11)	<b>Spring Break – No classes</b>			
	Week 9 – MWR (Mar 12, 14-15)	23: Inflection and Derivation 2	<i>course notes</i>		
		24: Inflectional Paradigms	<i>course notes</i>		
		25: Tense, Aspect, and Mood	Payne 2006: ch 9 (Reading 18)		

<b>Syntax</b>	Week 10 – MWR (Mar 19, 21-22)	26: Tense, Aspect, and Mood 2	<i>course notes</i>	
		27: Morphosyntax	Aronoff & Fudeman 2011: ch 7 (Reading 19)	
		28: Morphosyntax 2; Discussion of Abstracts	Payne 2006: ch 8	
	Week 11 – MWR (Mar 26, 28-29)	29: Word Order Typology	Whalen 1997: ch 5-6 (Reading 20); Payne 2006: ch 4	
		30: Dependency Relations	Van Valin 2001: ch 4 (Reading 21)	
		31: Case Systems; Discussion of SP4	Blake 2001: ch 5 (Reading 22); Payne 2006: ch 7	<b>Paper 3: Morphology (3/29)</b>
	Week 12 – M (Apr 2, 4-5)	32: Constituency	Tallerman 2015: ch 5 (Reading 23)	<b>Poster Abstract Due (4/2)</b>
		33: Descriptive Syntax: Modeling syntax with generative trees	VanValin & LaPolla 1999: 17-40 (Reading 24)	
		34: RRG Projections	<i>course notes</i>	
	Week 13 – MWR (Apr 9, 11-12)	35: Questions, Relative Clauses, Serial Verbs.	Payne 2006: ch 11	
		36: Course Project: Poster Presentations; Formalisms; Discussion on SP4	<i>course notes</i>	
		37: Course Wrap-Up; Long Paper Overview; Student Surveys	<i>course notes</i>	<b>Paper 4: Syntax (4/12)</b> {available for pick up on Tuesday 4/17}
	Week 14 – MW (Apr 18)	M: <b>Patriots' Day – No classes</b>		
		38: Linguistic Poster Session (*no regular class meeting)	<i>course notes</i>	<b>Poster Due (4/18)</b>
	Week 15 (Apr 23-27)	<b>Final Exam Week</b>		<b>Long Paper due by 12:00p (W)</b>

**B.S. in Linguistics Checklist****Courses for the Major (60-64 SH)****General Requirements (6 courses)**

Intro to Lang & Ling	LING 1150	_____
Linguistic Analysis <sup>A,1</sup>	LING 2350	_____
Language & Culture <sup>A,B,2,3</sup>	LING 3412	_____
Phonology <sup>C,1</sup>	LING 3422	_____
Syntax <sup>C,1</sup>	LING 3450	_____
Psych of Language <sup>D</sup>	PSYC 3464	_____

**Language Requirement (2 courses)**

(two courses in the language of  
your choice, with a minimum  
grade of C in each)

**Laboratory Requirement (3 courses)**

Foundations of Psych	PSYC 1101	_____
Stats in Psych Research <sup>D,1</sup>	PSYC 2320	_____
One of the following:		_____
Lab in Psycholing <sup>B,E,F,G,2</sup>	PSYC 4610	
Lab in Cognition <sup>B,E,F,G,2</sup>	PSYC 4612	
or, with prior advisor approval:		
Res Sem in Ling <sup>H</sup>	LING 4891	
Dir Study Research <sup>H</sup>	PSYC/LING 4991	

**Linguistics Electives (3 courses)**

See list of choices to the right. \_\_\_\_\_  
\_\_\_\_\_

These cannot simultaneously cover \_\_\_\_\_  
other major requirements, and at  
most one course numbered 4890+ can count.

**Junior/Senior Seminar (1 course)**

One of the following:		_____
Sem in Linguistics <sup>C,G,J,2</sup>	LING 4654	
Sem in Psycholing <sup>E,F,G,2</sup>	PSYC 4658	

**Experiential Learning (0-1 courses)**

One of the following:		_____
Exp Ed Dir Study <sup>H</sup>	LING 4996	
Jr/Sr Honors Project <sup>H,K</sup>	LING 4970/4971	
Study Abroad (not a Dialogue)		

**Linguistics Elective Course List**

LING 3402	African-American English <sup>A</sup>
LING 3428	African Languages <sup>A</sup>
LING 3430	Applied Linguistics <sup>A</sup>
LING 3432	Romance Linguistics <sup>A,M</sup>
LING 3434	Bilingualism <sup>A</sup>
LING 3436	Structure of Spanish
LING 3438	Structure of French
LING 3442	Sociolinguistics <sup>A,B,2,3</sup>
LING 3444	Linguistics in Education <sup>A</sup>
LING 3448	Issues in Linguistics <sup>A</sup>
LING 3452	Semantics <sup>A,N,1</sup>
LING 3454	History of English
LING 3456	Language and Gender <sup>A,B,2,3</sup>
LING 3458	Topics in Linguistics <sup>A</sup>
LING 4654	Seminar in Linguistics <sup>C,G,J,2</sup>
LING 4891	Research Seminar in Linguistics <sup>H</sup>
LING 4970	Junior/Senior Honors Project 1 <sup>H,K</sup>
LING 4971	Junior/Senior Honors Project 2 <sup>H,K</sup>
LING 4991*	Directed Study Research <sup>H</sup>
LING 4992*	Directed Study <sup>H</sup>
LING 4993	Independent Study <sup>H</sup>
LING 4996	Experiential Ed. Directed Study <sup>H</sup>
DEAF 2700	ASL Linguistics <sup>A,B,G,2</sup>
LANG 3438	Structure of French <sup>A</sup>
PHIL 1215	Symbolic Logic <sup>4</sup>
PHIL 4540	Philosophy of Language <sup>B,G,O,2</sup>
PSYC 3466	Cognition <sup>D</sup>
PSYC 4520	Language and the Brain <sup>F</sup>
PSYC 4522	Psychology of Reading <sup>F</sup>
PSYC 4524	Cognitive Development <sup>P</sup>
PSYC 4610	Lab in Psycholinguistics <sup>B,E,F,G,2</sup>
PSYC 4612	Lab in Cognition <sup>B,E,F,G,2</sup>
PSYC 4658	Seminar in Psycholinguistics <sup>E,F,G,2</sup>
PSYC 4660	Seminar in Cognition <sup>E,F,G,2</sup>
PSYC 4991	Directed Study Research <sup>H</sup>

See reverse for notes on prerequisites (letters) and NU Core coverage (numbers).



# B.S. in Linguistics Checklist

## NU Core Requirements (20 SH)

See [www.northeastern.edu/registrar/nucore.html](http://www.northeastern.edu/registrar/nucore.html) for a complete description of the Core.

Courses in square brackets are typically counted for the major as well as in the indicated NU Core category. See right column for additional NU Core coverage notes.

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### Knowledge Domains

Arts/Humanities (Level 1)	[LING 1150]
Social Science (Level 1)	[PSYC 1101]
Science/Technology (Level 1)	_____
Level 2 Non-Linguistics	_____

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### Writing-Intensive Courses

College Writing	_____
Advanced Writing in the Disciplines	_____
Writing-Intensive in the Major 1	[LING 3412]
Writing-Intensive in the Major 2	[Jr/Sr Seminar]

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### Mathematical/Analytical Thinking

Level 1	_____
Level 2	[various LING or PSYC 2320]

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### Comparative Study of Cultures

One of the following:  
[Language & Culture LING 3412]  
Study Abroad (not a Dialogue)

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### Capstone

[LING or PSYC seminar]

## Free Electives (44-48 SH)

Complete additional courses to total 128 SH.

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### Prerequisite Notes

- <sup>A</sup>LING 1150
- <sup>B</sup>ENGL 1111
- <sup>C</sup>LING 2350
- <sup>D</sup>PSYC 1101
- <sup>E</sup>PSYC 2320
- <sup>F</sup>PSYC 3464 or PSYC 3466
- <sup>G</sup>Junior or Senior standing
- <sup>H</sup>Prior approval
- <sup>J</sup>Two 3000-level LING courses
- <sup>K</sup>Honors Program participation/eligibility
- <sup>M</sup>Reading knowledge of a Romance language
- <sup>N</sup>NU Core Math/Analytical Thinking Level 1
- <sup>O</sup>PHIL 1115 and PHIL 1215
- <sup>P</sup>PSYC 3404 or PSYC 3466

### Additional NU Core Coverage Notes

- <sup>1</sup>Fulfills NU Core Math/Analytical Thinking Level 2
- <sup>2</sup>Fulfills NU Core Writing Intensive in the Major
- <sup>3</sup>Fulfills NU Core Comparative Study of Cultures
- <sup>4</sup>Fulfills NU Core Math/Analytical Thinking Level 1

### Other Notes

- \*LING 4991 replaced LING 4992 beginning in Spring 2014.

# B.S. in Linguistics Checklist

## Courses for the Major (68 SH)

### General Requirements (7 courses)

Intro to Lang & Linguistics <sup>1,5</sup>	LING 1150	_____
Linguistic Analysis <sup>A</sup>	LING 2350	_____
Language & Culture <sup>A,B,3,7,9</sup>	LING 3412	_____
Phonetics & Phonology <sup>C,4,6</sup>	LING 3422	_____
Syntax <sup>C,4,6</sup>	LING 3450	_____
Psychology of Language <sup>D</sup>	PSYC 3464	_____
One of the following:		_____
Morphology <sup>C,4,6</sup>	LING 3424	
Semantics <sup>A,N,4,6</sup>	LING 3452	

### Language Requirement (2 courses)

(two courses in the language of your choice, with a minimum grade of C in each) \_\_\_\_\_

### Laboratory Requirement (3 courses)

Foundations of Psych <sup>5</sup>	PSYC 1101	_____
Stats in Psych Research <sup>D,6</sup>	PSYC 2320	_____
One of the following:		_____
Lab in Psycholing <sup>B,E,F,G,9</sup>	PSYC 4610	
Lab in Cognition <sup>B,E,F,G,9</sup>	PSYC 4612	
or, with prior advisor approval:		
Research Sem in Ling <sup>H,10</sup>	LING 4891	
Dir Study Research <sup>H,10</sup>	PSYC/LING 4991	

### Linguistics Electives (4 courses)

See list of choices to the right. \_\_\_\_\_

These cannot simultaneously cover other major requirements, and at most one course numbered 4890+ can count. \_\_\_\_\_

### Junior/Senior Seminar (1 course)

One of the following:		_____
Sem in Linguistics <sup>C,G,J,9,11</sup>	LING 4654	
Sem in Psycholing <sup>E,F,G,9,11</sup>	PSYC 4658	

### Linguistics Elective Course List

LING 3402	African-American English <sup>A</sup>
LING 3424	Morphology <sup>C,4,6</sup>
LING 3428	African Languages <sup>A</sup>
LING 3430	Applied Linguistics <sup>A</sup>
LING 3432	Romance Linguistics <sup>A,M</sup>
LING 3434	Bilingualism <sup>A</sup>
LING 3436	Structure of Spanish
LING 3438	Structure of French
LING 3442	Sociolinguistics <sup>A,B,5,7,9</sup>
LING 3444	Linguistics in Education <sup>A</sup>
LING 3448	Issues in Linguistics <sup>A</sup>
LING 3452	Semantics <sup>A,N,4,6</sup>
LING 3454	History of English <sup>A</sup>
LING 3456	Language and Gender <sup>A,B,5,7,9</sup>
LING 3458	Topics in Linguistics <sup>A</sup>
LING 3460	Historical Linguistics <sup>C</sup>
LING 4654	Seminar in Linguistics <sup>C,G,J,9,11</sup>
LING 4891	Research Seminar in Linguistics <sup>H,10</sup>
LING 4970	Junior/Senior Honors Project 1 <sup>H,K</sup>
LING 4971	Junior/Senior Honors Project 2 <sup>H,K</sup>
LING 4991	Directed Study Research <sup>H,10</sup>
LING 4993	Independent Study <sup>H</sup>
DEAF 2700	ASL Linguistics <sup>A,B,G</sup>
LANG 3438	Structure of French <sup>A</sup>
PHIL 1215	Symbolic Logic
PHIL 4540	Philosophy of Language <sup>B,G,O</sup>
PSYC 3466	Cognition <sup>D</sup>
PSYC 4520	Language and the Brain <sup>F</sup>
PSYC 4522	Psychology of Reading <sup>F</sup>
PSYC 4524	Cognitive Development <sup>P</sup>
PSYC 4610	Lab in Psycholinguistics <sup>B,E,F,G,9</sup>
PSYC 4612	Lab in Cognition <sup>B,E,F,G,9</sup>
PSYC 4658	Seminar in Psycholinguistics <sup>E,F,G,9,11</sup>
PSYC 4660	Seminar in Cognition <sup>E,F,G,9,11</sup>
PSYC 4674	Sem in Cognitive Neurosci <sup>E,F,G,9,11</sup>
PSYC 4991	Directed Study Research <sup>H,10</sup>

See reverse for notes on prerequisites (letters) and for covered NUpath categories (numbers).

# B.S. in Linguistics Checklist

## NUpath Requirements (16 SH)

See <http://www.northeastern.edu/core/> for a complete description of the NU Core Curriculum.

Most NUpath requirements are fulfilled by courses for the major, as indicated (square brackets).

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**1. Natural & Designed World** [LING 1150]

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**2. Creative Expression & Innovation**

---

**3. Interpreting Culture** [LING 3412]

---

**4. Formal & Quantitative Reasoning**  
[LING 3422]

---

**5. Societies & Institutions** [LING 1150]

---

**6. Analyzing & Using Data** [LING 3422]

---

**7. Differences & Diversity** [LING 3412]

---

**8. Ethical Reasoning**

---

**9. Writing Across Audiences & Genres**

College Writing \_\_\_\_\_  
 Advanced Writing in the Disciplines \_\_\_\_\_  
 Writing-Intensive in the Major 1 [LING 3412]  
 Writing-Intensive in the Major 2 [Jr/Sr Seminar]

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**10. Integration of Experience**

One of the following: \_\_\_\_\_  
 Directed Study Research<sup>H</sup> LING 4991  
 Jr/Sr Honors Project<sup>H,K</sup> LING 4970/4971  
 Study Abroad (not a Dialogue)

Courses covering this requirement also typically count as Linguistics Electives.

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**11. Capstone Experience** [Jr/Sr Seminar]

## Free Electives (44 SH)

Complete additional courses to total 128 SH.

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### Prerequisite Notes

- <sup>A</sup>LING 1150
- <sup>B</sup>ENGW 1111
- <sup>C</sup>LING 2350
- <sup>D</sup>PSYC 1101
- <sup>E</sup>PSYC 2320
- <sup>F</sup>PSYC 3464 or PSYC 3466
- <sup>G</sup>Junior or Senior standing
- <sup>H</sup>Prior approval
- <sup>J</sup>Two 3000-level LING courses
- <sup>K</sup>Honors Program participation/eligibility
- <sup>M</sup>Reading knowledge of a Romance language
- <sup>N</sup>NU Core Math/Analytical Thinking Level 1
- <sup>O</sup>PHIL 1115 and PHIL 1215
- <sup>P</sup>PSYC 3404 or PSYC 3466

# B.S. in Linguistics Checklist

## Courses for the Major (68 SH)

### General Requirements (7 courses)

Intro to Lang & Linguistics <sup>1,5</sup>	LING 1150	_____
Linguistic Analysis <sup>A</sup>	LING 2350	_____
Language & Culture <sup>A,B,3,7,9</sup>	LING 3412	_____
Phonology <sup>C,4,6</sup>	LING 3422	_____
Syntax <sup>C,4,6</sup>	LING 3450	_____
Psychology of Language <sup>D</sup>	PSYC 3464	_____
One of the following:		_____
Morphology <sup>C,4,6</sup>	LING 3424	
Semantics <sup>A,4,6</sup>	LING 3452	

### Language Requirement (2 courses)

(two courses in the language of your choice, with a minimum grade of C in each)

\_\_\_\_\_

\_\_\_\_\_

### Laboratory Requirement (3 courses)

Foundations of Psych <sup>1,5</sup>	PSYC 1101	_____
Stats in Psych Research <sup>D,6</sup>	PSYC 2320	_____
One of the following:		_____
Lab in Psycholing <sup>B,E,F,G,9</sup>	PSYC 4610	
Lab in Cognition <sup>B,E,F,G,9</sup>	PSYC 4612	
or, with prior advisor approval:		
Research Sem in Ling <sup>H,10</sup>	LING 4891	
Dir Study Research <sup>H,10</sup>	PSYC/LING 4991	

### Linguistics Electives (4 courses)

See list of choices to the right.

\_\_\_\_\_

\_\_\_\_\_

These cannot simultaneously cover other major requirements, and at most one course numbered 4890+ can count.

\_\_\_\_\_

\_\_\_\_\_

### Junior/Senior Seminar (1 course)

One of the following:		_____
Sem in Linguistics <sup>C,G,J,9,11</sup>	LING 4654	
Sem in Psycholing <sup>E,F,G,9,11</sup>	PSYC 4658	

### Linguistics Elective Course List

LING 3402	‡African-American English <sup>A</sup>
LING 3420	Phonetics <sup>C,6</sup>
LING 3424	Morphology <sup>C,4,6</sup>
LING 3428	‡African Languages <sup>A</sup>
LING 3430	‡Applied Linguistics <sup>A</sup>
LING 3432	Romance Linguistics <sup>A,K</sup>
LING 3434	Bilingualism <sup>A</sup>
LING 3436	‡Structure of Spanish
LING 3438	‡Structure of French (or LANG 3438)
LING 3442	Sociolinguistics <sup>A,B,5,7,9</sup>
LING 3444	Linguistics in Education <sup>A</sup>
LING 3448	‡Issues in Linguistics <sup>A</sup>
LING 3452	Semantics <sup>A,4,6</sup>
LING 3454	History of English <sup>A</sup>
LING 3456	Language and Gender <sup>A,B,5,7,9</sup>
LING 3458	Topics in Linguistics <sup>A</sup>
LING 3460	Historical Linguistics <sup>C</sup>
LING 4654	Seminar in Linguistics <sup>C,G,J,9,11</sup>
LING 4891	Research Seminar in Linguistics <sup>H,10</sup>
LING 4970	Junior/Senior Honors Project 1 <sup>H,L</sup>
LING 4971	Junior/Senior Honors Project 2 <sup>H,L</sup>
LING 4991	Directed Study Research <sup>H,10</sup>
LING 4993	Independent Study <sup>H</sup>
DEAF 2700	ASL Linguistics <sup>A,B,G,9</sup>
PHIL 1115	Introduction to Logic <sup>4,6</sup>
PHIL 4540	Philosophy of Language <sup>B,M</sup>
PSYC 3466	Cognition <sup>D</sup>
PSYC 4520	Language and the Brain <sup>F</sup>
PSYC 4522	‡Psychology of Reading <sup>F</sup>
PSYC 4524	Cognitive Development <sup>N</sup>
PSYC 4610	Lab in Psycholinguistics <sup>B,E,F,G,9</sup>
PSYC 4612	Lab in Cognition <sup>B,E,F,G,9</sup>
PSYC 4658	Seminar in Psycholinguistics <sup>E,F,G,9,11</sup>
PSYC 4660	Seminar in Cognition <sup>E,F,G,9,11</sup>
PSYC 4674	Sem in Cognitive Neurosci <sup>E,F,G,9,11</sup>
PSYC 4991	Directed Study Research <sup>H,10</sup>

See reverse for notes on grayed-out courses (‡), prerequisites (letters), and covered NUpaath categories (#s).

# B.S. in Linguistics Checklist

## NUpath Requirements (16 SH)

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Most NUpath requirements are fulfilled by courses for the major, as indicated (square brackets).

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**1. Natural & Designed World** [LING 1150]

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**2. Creative Expression & Innovation**

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**3. Interpreting Culture** [LING 3412]

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**4. Formal & Quantitative Reasoning**  
[LING 3422]

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**5. Societies & Institutions** [LING 1150]

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**6. Analyzing & Using Data** [LING 3422]

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**7. Differences & Diversity** [LING 3412]

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**8. Ethical Reasoning**

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**9. Writing Across Audiences & Genres**

College Writing \_\_\_\_\_  
 Advanced Writing in the Disciplines \_\_\_\_\_  
 Writing-Intensive in the Major 1 [LING 3412]  
 Writing-Intensive in the Major 2 [Jr/Sr Seminar]

---

**10. Integration of Experience**

One of the following: \_\_\_\_\_  
 Directed Study Research<sup>H</sup> LING 4991  
 Jr/Sr Honors Project<sup>H,K</sup> LING 4970/4971  
 Study Abroad (not a Dialogue)

Courses covering this requirement also typically count as Linguistics Electives.

---

**11. Capstone Experience** [Jr/Sr Seminar]

## Free Electives (44 SH)

Complete additional courses to total 128 SH.

---

### Prerequisite Notes

- <sup>A</sup>LING 1150
- <sup>B</sup>ENGL 1111
- <sup>C</sup>LING 2350
- <sup>D</sup>PSYC 1101
- <sup>E</sup>PSYC 2320
- <sup>F</sup>PSYC 3464 or PSYC 3466
- <sup>G</sup>Junior or Senior standing
- <sup>H</sup>Prior approval
- <sup>J</sup>Two 3000-level LING courses
- <sup>K</sup>Reading knowledge of a Romance language
- <sup>L</sup>Honors Program participation/eligibility
- <sup>M</sup>Three PHIL courses or instructor permission
- <sup>N</sup>PSYC 3404 or PSYC 3466

### Other Notes

<sup>‡</sup>Inactive: Courses with grayed-out numbers have not been offered recently and may not be in the future.

**Linguistics 3421: Phonetics**  
Northeastern University - Fall 201x

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Robert K. Painter  
**Office:** 546 Nightingale Hall  
**Phone:** 617-373-6857  
**E-mail:** r.painter@neu.edu  
**Office hours:** TBA

**COURSE INFORMATION**

***Meetings***

**Time:** Monday, Wednesday, Thursday: 1:35-2:40 p (CRN #####)  
**Location:** Ryder Hall 456

***Course Description***

This course is an in-depth study of phonetics, the science of speech sounds.

We will focus on major topics within each of the three major areas: **articulatory phonetics**, including anatomy and physiology involved in speech; cross-linguistic consonant and vowel articulation; aerodynamics of speech production; coarticulation phenomena; phonetics of supersegmentals such as syllables, stress, tone, and pitch accent; **acoustic phonetics**, including the physics of sound waves, reading waveforms and spectrograms, performing acoustic analyses in Praat; and **auditory phonetics**, including audition, speech perception, and experimental design.

**Prerequisite:** Ling 2350 (Linguistic Analysis)

***Objectives***

The goals of the course are:

- (1) to gain an advanced understanding of articulatory, acoustic, and auditory phonetics of vowels and consonants of cross-linguistically;
- (2) to develop practical skills in phonetic transcription using the IPA;
- (3) to acquire expertise reading and analyzing spectrograms and waveforms of acoustic data in sound analysis programs;
- (4) to become familiar with lab techniques for working with and recording native speakers of various languages to elicit speech data;
- (5) to train students to design, perform, and report on simple phonetic experiments in a professional framework.

***Learning Outcomes***

At the end of this semester, students will successfully be able to:

- Identify, explain, and apply critical terminology, concepts and theories in phonetics to describe sound-based data in various languages [Goal 1].
- Explain the acoustic nature of speech transmission and discuss the fundamental processes of audition and speech perception [Goal 1].
- Transcribe speech sounds of English and other languages competently and accurately using the

- International Phonetic Alphabet [Goal 2].
- Use a range of programming commands in speech analysis programs to make practical quantitative analyses of recorded speech data [Goal 3].
- Analyze spectrogram and waveform data in a sound analysis program [Goal 3]
- Set up recording session with professional recording equipment to gather speech data from native speakers of various languages [Goal 4].
- Design and conduct a simple phonetics experiment, and present the results in a framework that meets the standards of the field [Goal 5].

## **COURSE RESOURCES**

### ***Required Textbook: (2)***

Ashby, P. (2011). *Understanding phonetics*. London: Hodder Education.

This volume is a crisp, highly-readable introduction to the field of phonetics, albeit somewhat advanced. There is considerable intermediate-level discussion on acoustic correlates of articulation. The book is available in online access through a permalink from NEU Library: [http://onsearch.library.northeastern.edu/NU:NEU\\_ALMA51228474410001401&tabs=viewOnlineTab](http://onsearch.library.northeastern.edu/NU:NEU_ALMA51228474410001401&tabs=viewOnlineTab)

Ladefoged, P. (2009). *Phonetic data analysis*. Malden: Blackwell Publishing.

An extremely practical "how-to" guidebook for recording and analyzing phonetic data, written by one of the greatest phoneticians of the field. Excellent presentation of acoustic analysis and reading spectrograms.

### ***Other Resources***

BLACKBOARD: This is the main reference for course materials, including the syllabus, handout copies, a permalink to the textbook, and downloadable PDFs of assigned reading outside the textbook.

PRAAT: This is the sound software package we will use in the semester for acoustics. It is downloadable for Macs and PCs for free at: [www.fon.hum.uva.nl/praat/](http://www.fon.hum.uva.nl/praat/)

## **COURSE SPECIFICS**

### ***Format***

This course is generally structured as a balanced mix of lecture and 'lab' activities, where students are expected to practice their skills in phonetic transcription, reading spectrograms, and acoustic analysis. On lab days during the unit on acoustic phonetics, students should plan to bring laptops loaded with Praat.

### ***Readings***

Some of the material on articulatory, acoustic, and auditory phonetics is quite complex, often drawing on specific physiological terminology, mathematic principles, and relying on detailed phonetic representations. Since there really is no such thing as "introductory acoustic phonetics" or "introductory speech perception", a careful reading of the assigned chapters is extremely important. Though much of the material is covered in the lectures, the lectures and reading will not overlap exactly, so students should be aware that certain nuances or points of detail are presented differently in the reading.

Readings and exercises are to be prepared *before* the class for which they are assigned.

## **COURSE REQUIREMENTS:**

***Phonetic Assignments (6)***

These assignments are designed to allow students to solidify their understanding of concepts discussed in class. Generally, students will have roughly a week to do the assignment, and it will be due at the beginning of class on the due date. **Late work will not be accepted.**

Grading: 6 assignments x 10% = 60%.

***Language Demonstrations (4)***

Four times during the semester, native speakers of various languages will come to class and give a demonstration of the phonetics of their language, with handouts indicating correct phonetic symbols, etc. These demos will conclude with a short phonetic transcription quiz on which you will receive a grade.

The worst grade will be dropped ***if and only if*** students have completed all four demonstrations.

Grading: 3 language demos x 5% = 15%.

***Final Exam***

There will be a comprehensive Final Exam during exam week. The exam is closed-book, closed-note, but students may prepare a ***handwritten crib-sheet*** on one-side of a standard 8 x 11" sheet of blank paper to use as reference during the exam. Moreover, a Review Sheet, outlining topics to expect on the exam, will be given out in class on Monday, November 20, 2017. The exam is not designed or intended to be overly hard, but rather as a capstone experience to assess that students have taken away the minimum concepts and skills of the course.

Be advised: ***under no circumstances*** should students make end-of-semester travel plans {e.g. buy airline / train / bus tickets} for the winter break which conflict with the scheduled exam. If a legitimate conflict arises, students must fill out a Final Exam Conflict Form through the University Registrar at: <https://www.northeastern.edu/registrar/form-finex-conflict.pdf>, and troubleshoot the scheduling conflict with me *as soon as possible* in the semester.

Grading: Final Exam = 15%.

***Participation / Attendance***

As a higher level course, students are expected to participate actively in the course; students may be marked 'non-participating' for days when they do not contribute to discussions and particularly "lab" activities. If students seem to be falling behind in the required reading, they may also be marked absent on a case-by-case basis. Two subjective marks of 'non-participating' will count as an unexcused absence. Attendance is expected, and half a letter grade (5%) from a student's raw participation grade will be deducted for each absence after **two** excused absences.

Participation scores start at 100% and are weighted as 10% of the course grade.

**COURSE GRADE*****Grade Scale***

Northeastern does not differentiate {A} and {A+} but note that I retain an independent record of {A+} for the purposes of writing letters of recommendation for students. There is not generally Extra Credit or make-up exams.



***Grade Calculation***

	Percent
Homeworks (6)	60%
Language Demos (4)	15%
Final Exam	15%
Participation	10%
Total	100%

Letter Grades			
A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
		F	0 - 59.9%

**COURSE POLICIES*****Academic Integrity***

Students in this course are expected to know and follow the conventions of the Northeastern University Academic Integrity Policy. Cheating, plagiarism, and fabrication (the invention of data) will not be tolerated, and incidents will be reported immediately to the Office of Student Conduct and Conflict Resolution (OSCCR). Work may be scanned with anti-plagiarism software. Any assignment or work which is partly or entirely plagiarized (from another student or outside source) or fabricated will receive an automatic zero. To guard against plagiarism in your work, consult the following sites:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>.

<http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>.

***Students with Disabilities***

If you have a documented disability (learning or otherwise) and anticipate needing accommodation in this course (such as extra time for the Final Exam), please meet with me at the beginning of the semester so we can develop solutions to meet your needs.

***Electronic Devices***

All cell phone use – texting, emailing, web-surfing, etc. – is prohibited during class. **Cell phones need to be turned off during class.** Laptops, tablets, and iPads are not needed for class except during the acoustic unit; I'll allow computers for note-taking on a case-by-case basis.

Note that research shows that taking handwritten notes is much more effective for reinforcing understanding and committing material to memory.

***Being on time and Absences***

There is a finite amount of time in the semester to cover the course material and class time is valuable. Please make every effort to arrive to the course a few minutes prior to the start time.

**WHERE TO FIND HELP**

***Instructor.*** Generally whenever I am not teaching or running around campus, my office door is open. I'm delighted to help 'walk-in appointments' on any questions or address concerns: feel free to stop by anytime to talk about phonetics or language and linguistics at large. Each week I also hold several dedicated Office Hours. If I'm not available in the office, you can generally get a quick response to questions via email.

**Study Groups.** In my experience, students in my courses who have formed study groups to work on assignments and to study have generally performed half a letter grade better {e.g. B+ → A-} than students who study alone. Collaboration is usually permitted on assignments, and this reflects my pedagogical belief that students learn more through interaction and discussion than working on material in isolation.

**Peer Tutors.** Peer tutors are usually higher-level Linguistics majors with experience working with linguistic data. Tutoring is free of charge; all you need to do is sign up through the CSAS Tutoring Program at Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>).

### COURSE SCHEDULE

**Course Plan (Tentative)** {Readings in *italics* are posted as PDFs on Blackboard}

Part 1 – Articulatory Phonetics			
Week	Day: Topic	Reading	Assignments Due
Week 1 – M (Sept 6)	1: Introduction to Phonetics	Ashby 2011, Ch 1	
Week 2 – MW (Sept 11, 13)	2: Anatomy & Physiology of Articulation	Ashby 2011, Ch 2; <i>McMahon 2013, Ch 5</i>	
	3: Articulation 1: Consonants of English	Ashby, 2011, Ch 3	
Week 3 – MW (Sept 18, 20)	4: Articulation 2: Vowels of English	Ashby 2011, Ch 4	
	5: Broad and Narrow Transcription; <b>Language Demo 1</b>	Ashby 2011, Ch 6	<b>HW1: Basic Transcription</b>
Week 4 – MW (Sept 25, 27)	6: Aerodynamics and Airstream Mechanisms	Ashby 2011, Ch 5	
	7: Phonation and Voice Onset Time	Ashby 2011, Ch 8: 120-131	
Week 5 – MW (Oct 2, 4)	8: Articulation 3: Consonants Cross-Linguistically	Ashby 2011, Ch 8: 131-143	
	9: Articulation 4: Vowels Cross-Linguistically; <b>Language Demo 2</b>	Ashby 2011, Ch 7	<b>HW2: Transcription &amp; Aerodynamics</b>
Week 6 – W (Oct 11)	10: Coarticulation	Ashby 2011, Ch 9: 144-153	
Week 7 – MW (Oct 16, 18)	11: Parametric Representations	Ashby 2011, Ch 9: 154-157	
	12: Phonetics of Syllables	Ashby 2011, Ch 10: 165-168; <i>L&amp;J. 2015, Ch 10: 253-259</i>	
Week 8 – MW (Oct 23, 25)	13: Stress & Tone	Ashby 2011, Ch 10: 159-165	<b>HW3: Coarticulation</b>
	14: Tone, Pitch Accent, Intonation <b>Language Demo 3</b>	Ashby 2011, Ch 10: 169-182	
Part 2 – Acoustic & Auditory Phonetics			
Week 9 – MW (Oct 30, Nov 1)	15: Acoustics: Physics of Speech and the Source-Filter Theory	Ashby 2011, Ch 6: 90-95; <i>Johnson 2006, Ch 1</i>	
	16: Acoustics: Working with Praat; Pitch, Loudness, Length	Ladefoged 2009, Ch 4	<b>HW4: Syllables &amp; Stress</b>
Week 10 – MW (Nov 6, 8)	17: Acoustics: Vowels in Praat	Ladefoged 2009, Ch 5	
	18: Acoustics: Consonants in Praat	Ladefoged 2009, Ch 6	
Week 11 – MW (Nov 13, 15)	19: Acoustics: Reading Spectrograms	Ladefoged 2009, Ch 7	
	20: Acoustics: Simple coding in Praat		<b>HW5: Acoustics</b>
Week 12 – M (Nov 20)	21: Recording Equipment and Working with Consultants	Ladefoged 2009, Ch 1-2	

Week 13 – MW (Nov 27, 29)	22: Auditory Phonetics: Audition <b>Language Demo 4</b>	<i>Johnson 2006, Ch 3</i>	
	23: Auditory Phonetics: Speech Perception	<i>Johnson 2006, Ch 4</i>	
Week 14 – MW (Dec 4, 6)	24: Auditory Phonetics: Experimental Design		
	25: Course Wrap-up; Student Surveys		<b>HW6: Audition</b>
Week 15	Exam Week		<b>Final Exam</b>

### *Summary of Deadlines*

- Wednesday, September 20 - Homework 1 (English Articulation)
- Wednesday, October 4 - Homework 2 (Cross-Linguistic Articulation)
- Monday, October 23 - Homework 3 (Coarticulation)
- Wednesday, November 1 - Homework 4 (Syllables & Stress)
- Wednesday, November 15 - Homework 5 (Acoustics)
- Wednesday, December 6 - Homework 6 (Audition)

**LINGUISTICS 3422: Phonology**  
 [lɪŋ'gwɪstɪks 'θə-rɪfɔː twəni'tu: fə'nælədʒi]

**Fall 201X**  
**4 Credits**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Adam I. Cooper  
**Office:** 547 Nightingale Hall  
**Email:** [a.cooper@neu.edu](mailto:a.cooper@neu.edu) (the best way to reach me)  
**Phone:** (617) 373-3175  
**Office Hours:** Tuesdays 11:45-12:45pm, 3:30-4:30pm; Wednesdays 10:00-11:00am;  
 and by appointment

**COURSE INFORMATION**

***Meetings***

**Time:** Tuesday, Friday 1:35-3:15pm (CRN #####)  
**Location:** 277 Ryder Hall

***Course Description***

This course examines the **sounds** of human language. Its primary focus is **phonology** – the cognitive aspect of human speech, concerned with the mental representation, organization, and patterning of sounds. Major topics to be covered include: phonological typology, phonemes, underlying and surface representations, phonological rules, natural classes of sounds, phoneme alternations, syllables and prosody, autosegmental phonology, constraint-based phonology, diachronic phonology; and Optimality Theory.

***Prerequisites***

LING 2350. This course assumes a familiarity with basic linguistic concepts and methods of analysis.

***Objectives***

By the end of the semester, students will:

- Become familiar with basic theoretical concepts in **phonology**, including **underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals**.
- Acquire expertise in analyzing linguistic data pertaining to the sound systems of languages.

***Learning Outcomes***

At the end of this course, successful students will be able to:

- Identify, explain, and use critical terminology, concepts, and theories in phonology.

- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages.
- Analyze and model phonological phenomena using formal linguistic theory.

### COURSE RESOURCES

#### ***Required Textbooks (1)***

Hayes, Bruce. 2009. *Introductory Phonology*. Malden, MA: Wiley-Blackwell.

#### ***Course Site***

On Blackboard. Here you'll find class slides, handouts, practice exercises, helpful and/or interesting links, supplemental readings, and the like. I encourage you to check it **regularly**.

### COURSE GRADES

#### ***Grading Breakdown***

- |                                                             |      |
|-------------------------------------------------------------|------|
| ▪ Careful reading of the assigned sections in the textbooks | 60%  |
| ▪ 7 Homework assignments                                    | 30%  |
| ▪ 1 Final exam                                              | 10%  |
| ▪ Regular attendance and active participation in class      | 100% |

In addition, all students are expected to participate in the **TRACE** (Teacher Rating and Course Evaluation) survey at the end of the term.

#### ***Grading Scale***

This course will adhere to the grading standards given on the next page. While there is no curve, I do pay attention to demonstrations of improvement over the course of the semester.

Letter Grade	Percentage	Status	Letter Grade	Percentage	Status
A	93 – 100%	Outstanding Achievement	D+	67 – 69.9%	Poor Achievement
A-	90 – 92.9%		D	63 – 66.9%	
B+	87 – 89.9%	Good Achievement	D-	60 – 62.9%	Failure
B	83 – 86.9%		F	0 – 59.9%	
B-	80 – 82.9%	Satisfactory Achievement			
C+	77 – 79.9%				
C	73 – 76.9%				
C-	70 – 72.9%				

COURSE REQUIREMENTS*Readings*

Careful reading of the textbooks gives you a valuable opportunity to reinforce the concepts that will prove critical in this course – so it's very important to keep up with the readings as the course proceeds, even if, as you will find, they sometimes overlap with the material covered in lecture. Indeed, while I'm always happy to address any questions you might have over the course of the semester, you are strongly encouraged to read the relevant material(s) prior to contacting me.

See the schedule on the last page for reading assignment due dates. Readings should be completed **before** the relevant class meeting (but it's not a bad idea to review them afterwards too).

*Homework Assignments (60%)*

- *Overview.* Homework assignments benefit both of us: they provide you with an opportunity for further practice honing the skills you'll be expected to develop as we advance through the course, and they provide me with an opportunity to evaluate how this is proceeding.

There will be 7 homework assignments in this course, with a frequency of roughly every week and a half. I will distribute assignments at least three classes before their due date, and I aim to return them within a week of their submission.

- *Policies.* Assignments will be due at the **beginning** of class. Late assignments will be accepted without penalty **only** in cases of **genuinely extenuating circumstances (as determined by me)**. Please notify me as soon as you think such circumstances have presented themselves, certainly **before** any relevant due date. I reserve the right to impose a **10% per day penalty** on assignments turned in after the due date, for which no such accommodations have been made. That being said, turning in an assignment **late** is almost **always better than not turning it in at all: if you don't turn in an assignment, this means that a score of 0% will be factored into your overall homework average.**

You may work together with your fellow classmates on homework assignments, provided you do so in groups no larger than **four**, **and that you each turn in your own write-up of the assignment, written in your own words (multiple copies of the same write-up will not be accepted)**. If you do work in a group, please make sure to write the names of your group-mate(s) on the top of the first page of your submission.

- Be sure to familiarize yourself with the **'More on Homework Assignments'** handout, which has guidelines for formatting your submissions and tips for homework success.

*Final Exam (30%)*

This course has a final exam, a cumulative, open-book, open-note take-home assignment. As of now it is scheduled to be distributed on **Tuesday, April 19** (our last class meeting) and due on **Wednesday, April 27**. More to come as we approach the end of the term.

### ***Regular Attendance and Active Participation in Class (10%)***

Attending class regularly is **crucial** to successful completion of this course, so **on-time** class attendance is **required** and will be recorded daily by sign-in sheet.

You will also be expected to be **actively engaged** in class: this means taking notes, asking questions, answering questions, venturing solutions, and the like. **In short, you should strive to remain connected to the classroom conversation by coming to class prepared to contribute your perspectives and opinions, and open to engaging in hands-on learning.** As such, in-class use of **non-essential electronic devices** (including cell phones) is **not** permitted: texting, emailing, tweeting, web-surfing, gaming, writing papers, etc. during class time will have a negative outcome on your final grade.

**Computers are permitted for note-taking, but research shows that taking notes by hand is significantly better for long-term memory and understanding.**

Note that it will not be unusual for material presented in class to complement and/or supplement the material found in the textbooks, further highlighting the importance of careful note-taking during lecture. Additionally, a significant component of this course will involve hands-on engagement with data analysis and problem solving; you may be asked to examine a set of data ahead of time, for collaborative in-class discussion.

Policies on missing class:

- If you know you will be missing class for a legitimate reason, please inform me **as soon as possible, before** the relevant class. Absences conveyed ahead of time may be eligible for **'excused'** status (as determined by me), which would **not** affect your attendance grade; absences conveyed after-the-fact or not at all will generally be deemed **'unexcused'** absences, and will **negatively** affect your attendance grade.
- If you are absent from class, it is **your** responsibility to bring yourself up to speed on what you missed. I will be happy to meet with you to explain what you don't understand, but I will not repeat a lecture.

### ***Extra Credit***

Opportunities for extra credit will be available occasionally throughout the course, usually as part of a homework assignment. These opportunities must be taken when they are offered, and turned in on time. Additionally, an extra **0.50%** can be added to your final grade in each of the following ways:

- If you are the first to identify (by email or in class) a **typo** or **mistake** in any materials I've prepared and posted to the Blackboard course site (an incentive to check the site regularly!).
- If you attend the end-of-semester **Linguistics Student Research Session**, tentatively scheduled to take place on **Wednesday, April 20** (the last day of classes), and report on your experience. More details to come.

## COURSE POLICIES

### *Academic Integrity*

All students are expected to fully abide by the Northeastern University Academic Integrity Policy in **every** aspect of their engagement in the course. Cheating, fabrication, and/or plagiarism will not be tolerated: suspected cases of academic dishonesty will be immediately referred to the Office of Student Conduct and Conflict Resolution (OSCCR) and a grade of **zero** will be given to any assignment involving full or partial fabrication and/or plagiarism.

For more information on Northeastern's Academic Integrity Policy, please visit <http://www.northeastern.edu/osccr/academic-integrity-policy/>

For more information on what constitutes plagiarism, please visit <http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>

You are also welcome to see me if you have any questions.

### *Students with Disabilities*

If you have a documented disability (learning or otherwise) and anticipate needing accommodations in this course, please meet with me as soon as possible so we can work out a plan to address your needs.

## WHERE TO FIND HELP

- *Instructor.* I am always happy to answer questions and provide extra assistance! Drop by anytime during my office hours, or make an appointment, if those aren't convenient. I'm also happy to answer questions via e-mail (be sure to allow for a day or two, as I may not be able to respond immediately).
- *Study Groups.* Many students find that discussing their work with their fellow classmates helps them to understand the material more fully. Small study groups of two to four people are ideal, as they allow for everyone to contribute their ideas and questions to the discussion.
- *Peer Tutors.* Peer tutors are students (usually linguistics majors) who have excelled in the course in the past, and have been recommended by Linguistics professors for their ability to explain the material to others. These tutors are paid for their time by the college, so their services are free to you. You'll need to sign up through the CSAS Tutoring Program



at 1 Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>). Please note that it usually takes a week or so to be assigned a tutor and work out a schedule, so plan ahead.

- *Online Help.* Class materials, including slides, worksheets, and other handouts, are posted regularly to Blackboard; these will be especially useful if you missed something in class. Practice exercises (and keys) are also regularly posted, and provide a valuable opportunity to further hone your analyzing skills.

### **PRELIMINARY SCHEDULE**

The schedule below and on the following page should give you an approximate idea of how we will proceed over the course of the semester. **Note that it is not set in stone.** Rather, it's subject to change based on our progress moving through the material. I will provide updates as needed, in a timely manner.

H = Hayes 2009.

### **Additional Readings (available on Blackboard):**

**Zsiga 2013** = Zsiga, Lisa C. 2013. Autosegmental representations and Feature Geometry. Section 13.4 in *The Sounds of Language: An Introduction to Phonetics and Phonology*. Malden, MA: Wiley Blackwell, 284-298.

Week	Day	Topic	Reading	Assignment Due
1	F. Sept. 8	Introduction		
2	T. Sept. 12	Review of Phonetics for Phonology	H Ch. 1	
	F. Sept. 15			
3	T. Sept. 19	Phonemes	H Ch. 2	<b>HW1: Phonetics</b>
	F. Sept. 22		H Ch. 3	
4	T. Sept. 26	Features		
	F. Sept. 29		H Ch. 4	<b>HW2: Phonemic Analysis</b>
5	T. Oct. 3	Morphology		
	F. Oct. 6		H Ch. 5	
6	T. Oct. 10	Phonological Alternations	H Ch. 6	<b>HW3: More Phonemic Analysis; Features and Natural Classes</b>
	F. Oct. 13		H Ch. 7	
7	T. Oct. 17	Morphophonemic Analysis	H Ch. 8	<b>HW4: Morphophonemic Analysis</b>
	F. Oct. 20			
8	T. Oct. 24	Syllables	H Ch. 13	
	F. Oct. 27			
9	T. Oct. 31	Stress and Syllable Weight		
	F. Nov. 3		H Ch. 14	<b>HW5: More Morpho- phonemic Analysis; Syllables</b>
10	T. Nov. 7	Tone and Intonation		
	F. Nov 10		H Ch. 15	
11	T. Nov 14	Autosegmental Phonology	Zsiga 2013	
	F. Nov. 17	Feature Geometry		<b>HW6: Syllabification</b>
12	T. Nov. 21	Diachronic Phonology	H Ch. 11	
13	T. Nov. 28	Optimality Theory		
	F. Dec. 1			
14	T. Dec 5	Wrap-up		<b>HW7: Optimality Theory</b>
15	W. Dec 13	<b>Final Exam Due</b>		

# Materials for a proposed revised LING 3422

Cooper, Adam

Mon 2/27/2017 12:39 PM

Inbox

To: Littlefield, Heather <H.Littlefield@northeastern.edu>; Painter, Rob <r.painter@northeastern.edu>;

Hi Heather and Rob,

I hope the last week before the break has gotten off to a good start for you both!

In anticipation of our meeting tomorrow afternoon, and following up on what Rob had already put together (which in general looks good to me), I was just writing to pass along some materials I prepared for a proposed revision of LING 3422: a draft of an updated description for the Course Catalog / Banner, as well as drafts of updated objectives and learning outcomes.

See you tomorrow.

Best,  
Adam

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***Course Catalog / Banner description (current):***

Surveys phonetics and phonology from both descriptive and theoretical perspectives. Phonetic topics include types of consonant and vowel articulations found cross-linguistically, aerodynamics of speech production, and the phonetics of suprasegmentals. Basic approaches to phonology include underlying and surface representations, phonological rules, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to acquire practical skills in broad and narrow phonetic transcription, as well as phonological analysis.

***Course Catalog / Banner description (proposed revision):***

Surveys phonology from both descriptive and theoretical perspectives. Concepts covered include underlying and surface representations, phonological rules, phonological features and feature geometry, morphophonological alternation, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to reinforce practical skills in broad and narrow phonetic transcription, and develop facility with rigorous phonological analysis, based on extensive engagement with sound-based data from a variety of languages.

***Objectives (proposed):***

- 1) to gain an advanced understanding of theoretical concepts in phonology, including underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals.
- 2) to acquire expertise in analyzing linguistic data pertaining to the sound systems of languages, on a number of different levels (segments, morphemes, syllables)

***Learning Outcomes (proposed):***

- Identify, explain, and use critical terminology, concepts, and theories in phonology.
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of segments (phonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of morphemes (morphophonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of suprasegmentals (syllabification)
- Analyze and model phonological phenomena using formal linguistic theory
- Evaluate the relative strengths and weaknesses of alternative hypotheses for a single phonological phenomenon

**Linguistics 3421: Phonetics**  
Northeastern University - Fall 201x

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Robert K. Painter  
**Office:** 546 Nightingale Hall  
**Phone:** 617-373-6857  
**E-mail:** r.painter@neu.edu  
**Office hours:** TBA

**COURSE INFORMATION*****Meetings***

**Time:** Monday, Wednesday, Thursday: 1:35-2:40 p (CRN #####)  
**Location:** Ryder Hall 456

***Course Description***

This course is an in-depth study of phonetics, the science of speech sounds.

We will focus on major topics within each of the three major areas: **articulatory phonetics**, including anatomy and physiology involved in speech; cross-linguistic consonant and vowel articulation; aerodynamics of speech production; coarticulation phenomena; phonetics of supersegmentals such as syllables, stress, tone, and pitch accent; **acoustic phonetics**, including the physics of sound waves, reading waveforms and spectrograms, performing acoustic analyses in Praat; and **auditory phonetics**, including audition, speech perception, and experimental design.

**Prerequisite:** Ling 2350 (Linguistic Analysis)

***Objectives***

The goals of the course are:

- (1) to gain an advanced understanding of articulatory, acoustic, and auditory phonetics of vowels and consonants of cross-linguistically;
- (2) to develop practical skills in phonetic transcription using the IPA;
- (3) to acquire expertise reading and analyzing spectrograms and waveforms of acoustic data in sound analysis programs;
- (4) to become familiar with lab techniques for working with and recording native speakers of various languages to elicit speech data;
- (5) to train students to design, perform, and report on simple phonetic experiments in a professional framework.

***Learning Outcomes***

At the end of this semester, students will successfully be able to:

- Identify, explain, and apply critical terminology, concepts and theories in phonetics to describe sound-based data in various languages [Goal 1].
- Explain the acoustic nature of speech transmission and discuss the fundamental processes of audition and speech perception [Goal 1].
- Transcribe speech sounds of English and other languages competently and accurately using the

- International Phonetic Alphabet [Goal 2].
- Use a range of programming commands in speech analysis programs to make practical quantitative analyses of recorded speech data [Goal 3].
- Analyze spectrogram and waveform data in a sound analysis program [Goal 3]
- Set up recording session with professional recording equipment to gather speech data from native speakers of various languages [Goal 4].
- Design and conduct a simple phonetics experiment, and present the results in a framework that meets the standards of the field [Goal 5].

## **COURSE RESOURCES**

### ***Required Textbook: (2)***

Ashby, P. (2011). *Understanding phonetics*. London: Hodder Education.

This volume is a crisp, highly-readable introduction to the field of phonetics, albeit somewhat advanced. There is considerable intermediate-level discussion on acoustic correlates of articulation. The book is available in online access through a permalink from NEU Library: [http://onsearch.library.northeastern.edu/NU:NEU\\_ALMA51228474410001401&tabs=viewOnlineTab](http://onsearch.library.northeastern.edu/NU:NEU_ALMA51228474410001401&tabs=viewOnlineTab)

Ladefoged, P. (2009). *Phonetic data analysis*. Malden: Blackwell Publishing.

An extremely practical "how-to" guidebook for recording and analyzing phonetic data, written by one of the greatest phoneticians of the field. Excellent presentation of acoustic analysis and reading spectrograms.

### ***Other Resources***

BLACKBOARD: This is the main reference for course materials, including the syllabus, handout copies, a permalink to the textbook, and downloadable PDFs of assigned reading outside the textbook.

PRAAT: This is the sound software package we will use in the semester for acoustics. It is downloadable for Macs and PCs for free at: [www.fon.hum.uva.nl/praat/](http://www.fon.hum.uva.nl/praat/)

## **COURSE SPECIFICS**

### ***Format***

This course is generally structured as a balanced mix of lecture and 'lab' activities, where students are expected to practice their skills in phonetic transcription, reading spectrograms, and acoustic analysis. On lab days during the unit on acoustic phonetics, students should plan to bring laptops loaded with Praat.

### ***Readings***

Some of the material on articulatory, acoustic, and auditory phonetics is quite complex, often drawing on specific physiological terminology, mathematic principles, and relying on detailed phonetic representations. Since there really is no such thing as "introductory acoustic phonetics" or "introductory speech perception", a careful reading of the assigned chapters is extremely important. Though much of the material is covered in the lectures, the lectures and reading will not overlap exactly, so students should be aware that certain nuances or points of detail are presented differently in the reading.

Readings and exercises are to be prepared *before* the class for which they are assigned.

## **COURSE REQUIREMENTS:**

***Phonetic Assignments (6)***

These assignments are designed to allow students to solidify their understanding of concepts discussed in class. Generally, students will have roughly a week to do the assignment, and it will be due at the beginning of class on the due date. **Late work will not be accepted.**

Grading: 6 assignments x 10% = 60%.

***Language Demonstrations (4)***

Four times during the semester, native speakers of various languages will come to class and give a demonstration of the phonetics of their language, with handouts indicating correct phonetic symbols, etc. These demos will conclude with a short phonetic transcription quiz on which you will receive a grade.

The worst grade will be dropped ***if and only if*** students have completed all four demonstrations.

Grading: 3 language demos x 5% = 15%.

***Final Exam***

There will be a comprehensive Final Exam during exam week. The exam is closed-book, closed-note, but students may prepare a ***handwritten crib-sheet*** on one-side of a standard 8 x 11" sheet of blank paper to use as reference during the exam. Moreover, a Review Sheet, outlining topics to expect on the exam, will be given out in class on Monday, November 20, 2017. The exam is not designed or intended to be overly hard, but rather as a capstone experience to assess that students have taken away the minimum concepts and skills of the course.

Be advised: ***under no circumstances*** should students make end-of-semester travel plans {e.g. buy airline / train / bus tickets} for the winter break which conflict with the scheduled exam. If a legitimate conflict arises, students must fill out a Final Exam Conflict Form through the University Registrar at: <https://www.northeastern.edu/registrar/form-finex-conflict.pdf>, and troubleshoot the scheduling conflict with me *as soon as possible* in the semester.

Grading: Final Exam = 15%.

***Participation / Attendance***

As a higher level course, students are expected to participate actively in the course; students may be marked 'non-participating' for days when they do not contribute to discussions and particularly "lab" activities. If students seem to be falling behind in the required reading, they may also be marked absent on a case-by-case basis. Two subjective marks of 'non-participating' will count as an unexcused absence. Attendance is expected, and half a letter grade (5%) from a student's raw participation grade will be deducted for each absence after **two** excused absences.

Participation scores start at 100% and are weighted as 10% of the course grade.

**COURSE GRADE*****Grade Scale***

Northeastern does not differentiate {A} and {A+} but note that I retain an independent record of {A+} for the purposes of writing letters of recommendation for students. There is not generally Extra Credit or make-up exams.

**Grade Calculation**

	Percent
Homeworks (6)	60%
Language Demos (4)	15%
Final Exam	15%
Participation	10%
Total	100%

Letter Grades			
A+	97 - 100%	C+	77 - 79.9%
A	93 - 96.9%	C	73 - 76.9%
A-	90 - 92.9%	C-	70 - 72.9%
B+	87 - 89.9%	D+	67 - 69.9%
B	83 - 86.9%	D	63 - 66.9%
B-	80 - 82.9%	D-	60 - 62.9%
		F	0 - 59.9%

**COURSE POLICIES*****Academic Integrity***

Students in this course are expected to know and follow the conventions of the Northeastern University Academic Integrity Policy. Cheating, plagiarism, and fabrication (the invention of data) will not be tolerated, and incidents will be reported immediately to the Office of Student Conduct and Conflict Resolution (OSCCR). Work may be scanned with anti-plagiarism software. Any assignment or work which is partly or entirely plagiarized (from another student or outside source) or fabricated will receive an automatic zero. To guard against plagiarism in your work, consult the following sites:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>.

<http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>.

***Students with Disabilities***

If you have a documented disability (learning or otherwise) and anticipate needing accommodation in this course (such as extra time for the Final Exam), please meet with me at the beginning of the semester so we can develop solutions to meet your needs.

***Electronic Devices***

All cell phone use – texting, emailing, web-surfing, etc. – is prohibited during class. **Cell phones need to be turned off during class.** Laptops, tablets, and iPads are not needed for class except during the acoustic unit; I'll allow computers for note-taking on a case-by-case basis.

Note that research shows that taking handwritten notes is much more effective for reinforcing understanding and committing material to memory.

***Being on time and Absences***

There is a finite amount of time in the semester to cover the course material and class time is valuable. Please make every effort to arrive to the course a few minutes prior to the start time.

**WHERE TO FIND HELP**

**Instructor.** Generally whenever I am not teaching or running around campus, my office door is open. I'm delighted to help 'walk-in appointments' on any questions or address concerns: feel free to stop by anytime to talk about phonetics or language and linguistics at large. Each week I also hold several dedicated Office Hours. If I'm not available in the office, you can generally get a quick response to questions via email.



**Study Groups.** In my experience, students in my courses who have formed study groups to work on assignments and to study have generally performed half a letter grade better {e.g. B+ → A-} than students who study alone. Collaboration is usually permitted on assignments, and this reflects my pedagogical belief that students learn more through interaction and discussion than working on material in isolation.

**Peer Tutors.** Peer tutors are usually higher-level Linguistics majors with experience working with linguistic data. Tutoring is free of charge; all you need to do is sign up through the CSAS Tutoring Program at Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>).

### COURSE SCHEDULE

**Course Plan (Tentative)** {Readings in *italics* are posted as PDFs on Blackboard}

Part 1 – Articulatory Phonetics			
Week	Day: Topic	Reading	Assignments Due
Week 1 – M (Sept 6)	1: Introduction to Phonetics	Ashby 2011, Ch 1	
Week 2 – MW (Sept 11, 13)	2: Anatomy & Physiology of Articulation	Ashby 2011, Ch 2; <i>McMahon 2013, Ch 5</i>	
	3: Articulation 1: Consonants of English	Ashby, 2011, Ch 3	
Week 3 – MW (Sept 18, 20)	4: Articulation 2: Vowels of English	Ashby 2011, Ch 4	
	5: Broad and Narrow Transcription; <b>Language Demo 1</b>	Ashby 2011, Ch 6	<b>HW1: Basic Transcription</b>
Week 4 – MW (Sept 25, 27)	6: Aerodynamics and Airstream Mechanisms	Ashby 2011, Ch 5	
	7: Phonation and Voice Onset Time	Ashby 2011, Ch 8: 120-131	
Week 5 – MW (Oct 2, 4)	8: Articulation 3: Consonants Cross-Linguistically	Ashby 2011, Ch 8: 131-143	
	9: Articulation 4: Vowels Cross-Linguistically; <b>Language Demo 2</b>	Ashby 2011, Ch 7	<b>HW2: Transcription &amp; Aerodynamics</b>
Week 6 – W (Oct 11)	10: Coarticulation	Ashby 2011, Ch 9: 144-153	
Week 7 – MW (Oct 16, 18)	11: Parametric Representations	Ashby 2011, Ch 9: 154-157	
	12: Phonetics of Syllables	Ashby 2011, Ch 10: 165-168; <i>L&amp;J. 2015, Ch 10: 253-259</i>	
Week 8 – MW (Oct 23, 25)	13: Stress & Tone	Ashby 2011, Ch 10: 159-165	<b>HW3: Coarticulation</b>
	14: Tone, Pitch Accent, Intonation <b>Language Demo 3</b>	Ashby 2011, Ch 10: 169-182	
Part 2 – Acoustic & Auditory Phonetics			
Week 9 – MW (Oct 30, Nov 1)	15: Acoustics: Physics of Speech and the Source-Filter Theory	Ashby 2011, Ch 6: 90-95; <i>Johnson 2006, Ch 1</i>	
	16: Acoustics: Working with Praat; Pitch, Loudness, Length	Ladefoged 2009, Ch 4	<b>HW4: Syllables &amp; Stress</b>
Week 10 – MW (Nov 6, 8)	17: Acoustics: Vowels in Praat	Ladefoged 2009, Ch 5	
	18: Acoustics: Consonants in Praat	Ladefoged 2009, Ch 6	
Week 11 – MW (Nov 13, 15)	19: Acoustics: Reading Spectrograms	Ladefoged 2009, Ch 7	
	20: Acoustics: Simple coding in Praat		<b>HW5: Acoustics</b>
Week 12 – M (Nov 20)	21: Recording Equipment and Working with Consultants	Ladefoged 2009, Ch 1-2	

Week 13 – MW (Nov 27, 29)	22: Auditory Phonetics: Audition <b>Language Demo 4</b>	<i>Johnson 2006, Ch 3</i>	
	23: Auditory Phonetics: Speech Perception	<i>Johnson 2006, Ch 4</i>	
Week 14 – MW (Dec 4, 6)	24: Auditory Phonetics: Experimental Design		
	25: Course Wrap-up; Student Surveys		<b>HW6: Audition</b>
Week 15	Exam Week		<b>Final Exam</b>

### *Summary of Deadlines*

- Wednesday, September 20 - Homework 1 (English Articulation)
- Wednesday, October 4 - Homework 2 (Cross-Linguistic Articulation)
- Monday, October 23 - Homework 3 (Coarticulation)
- Wednesday, November 1 - Homework 4 (Syllables & Stress)
- Wednesday, November 15 - Homework 5 (Acoustics)
- Wednesday, December 6 - Homework 6 (Audition)

**LINGUISTICS 3422: Phonology**  
 [lɪŋ'gwɪstɪks 'θə-rɪfɔː twəni'tu: fə'nælədʒi]

**Fall 201X**  
**4 Credits**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Adam I. Cooper  
**Office:** 547 Nightingale Hall  
**Email:** [a.cooper@neu.edu](mailto:a.cooper@neu.edu) (the best way to reach me)  
**Phone:** (617) 373-3175  
**Office Hours:** Tuesdays 11:45-12:45pm, 3:30-4:30pm; Wednesdays 10:00-11:00am;  
 and by appointment

**COURSE INFORMATION**

***Meetings***

**Time:** Tuesday, Friday 1:35-3:15pm (CRN #####)  
**Location:** 277 Ryder Hall

***Course Description***

This course examines the **sounds** of human language. Its primary focus is **phonology** – the cognitive aspect of human speech, concerned with the mental representation, organization, and patterning of sounds. Major topics to be covered include: phonological typology, phonemes, underlying and surface representations, phonological rules, natural classes of sounds, phoneme alternations, syllables and prosody, autosegmental phonology, constraint-based phonology, diachronic phonology; and Optimality Theory.

***Prerequisites***

LING 2350. This course assumes a familiarity with basic linguistic concepts and methods of analysis.

***Objectives***

By the end of the semester, students will:

- Become familiar with basic theoretical concepts in **phonology**, including **underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals**.
- Acquire expertise in analyzing linguistic data pertaining to the sound systems of languages.

***Learning Outcomes***

At the end of this course, successful students will be able to:

- Identify, explain, and use critical terminology, concepts, and theories in phonology.

- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages.
- Analyze and model phonological phenomena using formal linguistic theory.

### COURSE RESOURCES

#### *Required Textbooks (1)*

Hayes, Bruce. 2009. *Introductory Phonology*. Malden, MA: Wiley-Blackwell.

#### *Course Site*

On Blackboard. Here you'll find class slides, handouts, practice exercises, helpful and/or interesting links, supplemental readings, and the like. I encourage you to check it **regularly**.

### COURSE GRADES

#### *Grading Breakdown*

▪ Careful reading of the assigned sections in the textbooks	
▪ 7 Homework assignments	60%
▪ 1 Final exam	30%
▪ Regular attendance and active participation in class	<u>10%</u>
	100%

In addition, all students are expected to participate in the **TRACE** (Teacher Rating and Course Evaluation) survey at the end of the term.

#### *Grading Scale*

This course will adhere to the grading standards given on the next page. While there is no curve, I do pay attention to demonstrations of improvement over the course of the semester.

Letter Grade	Percentage	Status	Letter Grade	Percentage	Status
A	93 – 100%	Outstanding Achievement	D+	67 – 69.9%	Poor Achievement
A-	90 – 92.9%		D	63 – 66.9%	
B+	87 – 89.9%	Good Achievement	D-	60 – 62.9%	Failure
B	83 – 86.9%		F	0 – 59.9%	
B-	80 – 82.9%	Satisfactory Achievement			
C+	77 – 79.9%				
C	73 – 76.9%				
C-	70 – 72.9%				

## COURSE REQUIREMENTS

### *Readings*

Careful reading of the textbooks gives you a valuable opportunity to reinforce the concepts that will prove critical in this course – so it's very important to keep up with the readings as the course proceeds, even if, as you will find, they sometimes overlap with the material covered in lecture. Indeed, while I'm always happy to address any questions you might have over the course of the semester, you are strongly encouraged to read the relevant material(s) prior to contacting me.

See the schedule on the last page for reading assignment due dates. Readings should be completed **before** the relevant class meeting (but it's not a bad idea to review them afterwards too).

### *Homework Assignments (60%)*

- *Overview.* Homework assignments benefit both of us: they provide you with an opportunity for further practice honing the skills you'll be expected to develop as we advance through the course, and they provide me with an opportunity to evaluate how this is proceeding.

There will be 7 homework assignments in this course, with a frequency of roughly every week and a half. I will distribute assignments at least three classes before their due date, and I aim to return them within a week of their submission.

- *Policies.* Assignments will be due at the **beginning** of class. Late assignments will be accepted without penalty **only** in cases of **genuinely extenuating circumstances (as determined by me)**. Please notify me as soon as you think such circumstances have presented themselves, certainly **before** any relevant due date. I reserve the right to impose a **10% per day penalty** on assignments turned in after the due date, for which no such accommodations have been made. That being said, turning in an assignment **late** is almost **always better than not turning it in at all: if you don't turn in an assignment, this means that a score of 0% will be factored into your overall homework average.**

You may work together with your fellow classmates on homework assignments, provided you do so in groups no larger than **four**, **and that you each turn in your own write-up of the assignment, written in your own words (multiple copies of the same write-up will not be accepted)**. If you do work in a group, please make sure to write the names of your group-mate(s) on the top of the first page of your submission.

- Be sure to familiarize yourself with the **'More on Homework Assignments'** handout, which has guidelines for formatting your submissions and tips for homework success.

### *Final Exam (30%)*

This course has a final exam, a cumulative, open-book, open-note take-home assignment. As of now it is scheduled to be distributed on **Tuesday, April 19** (our last class meeting) and due on **Wednesday, April 27**. More to come as we approach the end of the term.

### ***Regular Attendance and Active Participation in Class (10%)***

Attending class regularly is **crucial** to successful completion of this course, so **on-time** class attendance is **required** and will be recorded daily by sign-in sheet.

You will also be expected to be **actively engaged** in class: this means taking notes, asking questions, answering questions, venturing solutions, and the like. **In short, you should strive to remain connected to the classroom conversation by coming to class prepared to contribute your perspectives and opinions, and open to engaging in hands-on learning.** As such, in-class use of **non-essential electronic devices** (including cell phones) is **not** permitted: texting, emailing, tweeting, web-surfing, gaming, writing papers, etc. during class time will have a negative outcome on your final grade.

**Computers are permitted for note-taking, but research shows that taking notes by hand is significantly better for long-term memory and understanding.**

Note that it will not be unusual for material presented in class to complement and/or supplement the material found in the textbooks, further highlighting the importance of careful note-taking during lecture. Additionally, a significant component of this course will involve hands-on engagement with data analysis and problem solving; you may be asked to examine a set of data ahead of time, for collaborative in-class discussion.

Policies on missing class:

- If you know you will be missing class for a legitimate reason, please inform me **as soon as possible, before** the relevant class. Absences conveyed ahead of time may be eligible for **'excused'** status (as determined by me), which would **not** affect your attendance grade; absences conveyed after-the-fact or not at all will generally be deemed **'unexcused'** absences, and will **negatively** affect your attendance grade.
- If you are absent from class, it is **your** responsibility to bring yourself up to speed on what you missed. I will be happy to meet with you to explain what you don't understand, but I will not repeat a lecture.

### ***Extra Credit***

Opportunities for extra credit will be available occasionally throughout the course, usually as part of a homework assignment. These opportunities must be taken when they are offered, and turned in on time. Additionally, an extra **0.50%** can be added to your final grade in each of the following ways:

- If you are the first to identify (by email or in class) a **typo** or **mistake** in any materials I've prepared and posted to the Blackboard course site (an incentive to check the site regularly!).
- If you attend the end-of-semester **Linguistics Student Research Session**, tentatively scheduled to take place on **Wednesday, April 20** (the last day of classes), and report on your experience. More details to come.

## COURSE POLICIES

### *Academic Integrity*

All students are expected to fully abide by the Northeastern University Academic Integrity Policy in **every** aspect of their engagement in the course. Cheating, fabrication, and/or plagiarism will not be tolerated: suspected cases of academic dishonesty will be immediately referred to the Office of Student Conduct and Conflict Resolution (OSCCR) and a grade of **zero** will be given to any assignment involving full or partial fabrication and/or plagiarism.

For more information on Northeastern's Academic Integrity Policy, please visit <http://www.northeastern.edu/osccr/academic-integrity-policy/>

For more information on what constitutes plagiarism, please visit <http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism>

You are also welcome to see me if you have any questions.

### *Students with Disabilities*

If you have a documented disability (learning or otherwise) and anticipate needing accommodations in this course, please meet with me as soon as possible so we can work out a plan to address your needs.

## WHERE TO FIND HELP

- *Instructor.* I am always happy to answer questions and provide extra assistance! Drop by anytime during my office hours, or make an appointment, if those aren't convenient. I'm also happy to answer questions via e-mail (be sure to allow for a day or two, as I may not be able to respond immediately).
- *Study Groups.* Many students find that discussing their work with their fellow classmates helps them to understand the material more fully. Small study groups of two to four people are ideal, as they allow for everyone to contribute their ideas and questions to the discussion.
- *Peer Tutors.* Peer tutors are students (usually linguistics majors) who have excelled in the course in the past, and have been recommended by Linguistics professors for their ability to explain the material to others. These tutors are paid for their time by the college, so their services are free to you. You'll need to sign up through the CSAS Tutoring Program

at 1 Meserve Hall (617-373-8931; <http://www.northeastern.edu/csastutoring/>). Please note that it usually takes a week or so to be assigned a tutor and work out a schedule, so plan ahead.

- *Online Help.* Class materials, including slides, worksheets, and other handouts, are posted regularly to Blackboard; these will be especially useful if you missed something in class. Practice exercises (and keys) are also regularly posted, and provide a valuable opportunity to further hone your analyzing skills.

### **PRELIMINARY SCHEDULE**

The schedule below and on the following page should give you an approximate idea of how we will proceed over the course of the semester. **Note that it is not set in stone.** Rather, it's subject to change based on our progress moving through the material. I will provide updates as needed, in a timely manner.

H = Hayes 2009.

### **Additional Readings (available on Blackboard):**

**Zsiga 2013** = Zsiga, Lisa C. 2013. Autosegmental representations and Feature Geometry. Section 13.4 in *The Sounds of Language: An Introduction to Phonetics and Phonology*. Malden, MA: Wiley Blackwell, 284-298.



Week	Day	Topic	Reading	Assignment Due
1	F. Sept. 8	Introduction		
2	T. Sept. 12	Review of Phonetics for Phonology	H Ch. 1	
	F. Sept. 15			
3	T. Sept. 19	Phonemes	H Ch. 2	<b>HW1: Phonetics</b>
	F. Sept. 22		H Ch. 3	
4	T. Sept. 26	Features		<b>HW2: Phonemic Analysis</b>
	F. Sept. 29		H Ch. 4	
5	T. Oct. 3	Morphology		
	F. Oct. 6		H Ch. 5	
6	T. Oct. 10	Phonological Alternations	H Ch. 6	<b>HW3: More Phonemic Analysis; Features and Natural Classes</b>
	F. Oct. 13		H Ch. 7	
7	T. Oct. 17	Morphophonemic Analysis	H Ch. 8	<b>HW4: Morphophonemic Analysis</b>
	F. Oct. 20			
8	T. Oct. 24	Syllables	H Ch. 13	
	F. Oct. 27			
9	T. Oct. 31	Stress and Syllable Weight		<b>HW5: More Morpho- phonemic Analysis; Syllables</b>
	F. Nov. 3		H Ch. 14	
10	T. Nov. 7	Tone and Intonation		
	F. Nov 10		H Ch. 15	
11	T. Nov 14	Autosegmental Phonology	Zsiga 2013	<b>HW6: Syllabification</b>
	F. Nov. 17	Feature Geometry		
12	T. Nov. 21	Diachronic Phonology	H Ch. 11	
13	T. Nov. 28	Optimality Theory		
	F. Dec. 1			
14	T. Dec 5	Wrap-up		<b>HW7: Optimality Theory</b>
15	W. Dec 13	<b>Final Exam Due</b>		

# Materials for a proposed revised LING 3422

Cooper, Adam

Mon 2/27/2017 12:39 PM

Inbox

To: Littlefield, Heather <H.Littlefield@northeastern.edu>; Painter, Rob <r.painter@northeastern.edu>;

Hi Heather and Rob,

I hope the last week before the break has gotten off to a good start for you both!

In anticipation of our meeting tomorrow afternoon, and following up on what Rob had already put together (which in general looks good to me), I was just writing to pass along some materials I prepared for a proposed revision of LING 3422: a draft of an updated description for the Course Catalog / Banner, as well as drafts of updated objectives and learning outcomes.

See you tomorrow.

Best,  
Adam

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***Course Catalog / Banner description (current):***

Surveys phonetics and phonology from both descriptive and theoretical perspectives. Phonetic topics include types of consonant and vowel articulations found cross-linguistically, aerodynamics of speech production, and the phonetics of suprasegmentals. Basic approaches to phonology include underlying and surface representations, phonological rules, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to acquire practical skills in broad and narrow phonetic transcription, as well as phonological analysis.

***Course Catalog / Banner description (proposed revision):***

Surveys phonology from both descriptive and theoretical perspectives. Concepts covered include underlying and surface representations, phonological rules, phonological features and feature geometry, morphophonological alternation, derivational vs. constraint-based explanation, and the interplay between phonetics and phonology in syllables and prosody. Offers students an opportunity to reinforce practical skills in broad and narrow phonetic transcription, and develop facility with rigorous phonological analysis, based on extensive engagement with sound-based data from a variety of languages.

***Objectives (proposed):***

- 1) to gain an advanced understanding of theoretical concepts in phonology, including underlying and surface representations, phonological rules and derivations, distinctive features, and suprasegmentals.
- 2) to acquire expertise in analyzing linguistic data pertaining to the sound systems of languages, on a number of different levels (segments, morphemes, syllables)

***Learning Outcomes (proposed):***

- Identify, explain, and use critical terminology, concepts, and theories in phonology.
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of segments (phonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of morphemes (morphophonemic analysis)
- Use data to identify fundamental phonological patterns in familiar and unfamiliar languages, in terms of suprasegmentals (syllabification)
- Analyze and model phonological phenomena using formal linguistic theory
- Evaluate the relative strengths and weaknesses of alternative hypotheses for a single phonological phenomenon

# New Phonetics and Phonology courses

Littlefield, Heather

Fri 1/12/2018 3:46 PM

Sent Items

To: Pearlmutter, Neal <n.pearlmutter@northeastern.edu>;

Cc: Painter, Rob <r.painter@northeastern.edu>; Cooper, Adam <a.cooper@northeastern.edu>; Malhotra, Shiti <s.malhotra@northeastern.edu>; Randall, Janet <j.randall@northeastern.edu>; Cathcart, Julia <j.cathcart@northeastern.edu>;

Hi everyone!

I wanted to let you know that our proposals to create a stand-alone Phonetics Course and to update the existing Phonology course were both unanimously approved by the COS UCC. Now they go on to the UCC for the next level of approval.

Thanks especially to Rob and Adam for their help in getting this done! Good work everyone!

Best,

Heather

Heather Littlefield, Ph.D.

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Associate Teaching Professor  
Head Advisor and Assistant Director, Linguistics Program  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115

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548 Nightingale      office  
617.373.3164        phone  
h.littlefield@neu.edu e-mail



# Representative Email about Course Revisions

Re: Ling course & curriculum updates

Littlefield, Heather

Mon 3/19/2018 4:23 PM

Sent Items

To: Pearlmutter, Neal <n.pearlmutter@northeastern.edu>;

Cc: Cooper, Adam <a.cooper@northeastern.edu>; Painter, Rob <r.painter@northeastern.edu>; Cathcart, Julia <j.cathcart@northeastern.edu>;

I'll chat with Rob and Adam tomorrow just be sure that we all agree on those being the only eight that are affected. I already looked over Adam's roster from phonetics and phonology and isolated the students who haven't graduated, so we can reach out to them as well. (There were eight in Adam's section, giving a total of 16 students who might be affected...)

Best,

Heather

Heather Littlefield, Ph.D.

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Associate Teaching Professor  
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**From:** Pearlmutter, Neal  
**Sent:** Monday, March 19, 2018 3:47:30 PM  
**To:** Littlefield, Heather  
**Cc:** Cooper, Adam; Painter, Rob; Cathcart, Julia  
**Subject:** Re: Ling course & curriculum updates

Sure, this is fine w/me; if it's really just this set of 8 specific students that we need to worry about, then let's just email them (or otherwise contact them) directly and let them know that we definitely want them to take Ling electives this fall, but it wouldn't be appropriate for them to sign up for Phonetics in particular, given how much overlap there'll be with the specific Phon & Phon section they took in 2016.

NP

On Mar 18, 2018, at 11:56 PM, Littlefield, Heather <[H.Littlefield@northeastern.edu](mailto:H.Littlefield@northeastern.edu)> wrote:

Neal,

As fall registration approaches, I have been thinking about how to best handle this situation. As I understand it, we want to ensure that students in Rob's 2016 Phonetics and Phonology course don't take the Phonetics elective this fall.

I believe that if we send out the mass email as suggested, we will likely create a lot of confusion among our 80+ students, and we don't really need to do that.

I ran the list of students in Rob's 2016 Phonetics and Phonology course. Of the 19 students in the course, 11 have graduated or are graduating this spring. That leaves a possible eight students who may be interested in taking phonetics in the fall. It is highly unlikely that all of those eight will be taking courses in the fall, but I can't yet tell who is going out on co-op. And of the eight, several are

minors nearing graduation, and it looks like they have completed all of their LING minor requirements.

I recommend that I email these eight students (cc-ing Rob) and explain the situation to them in advance of registration.

I would like to send this email out on Wednesday, in coordination with my classroom visits, so that students have an advance warning that they can't take the Phonetics course.

Please let me know if I'm missing anything here!

Best,

Heather

Heather Littlefield, Ph.D.

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**From:** Pearlmutter, Neal

**Sent:** Wednesday, March 7, 2018 1:40:26 PM

**To:** Cooper, Adam; Painter, Rob; Littlefield, Heather; Cathcart, Julia

**Subject:** Re: Ling course & curriculum updates

Hi folks. OK, so sounds like we should be OK if we (1) email all the majors once the Fall course offerings show up for them, to let them know about Phonetics but that if they took Phon & Phon in certain specific terms, then they shouldn't take Phonetics; and (2) keep an eye on who actually does sign up for Phonetics to make sure they didn't actually take Phon & Phon in one of those specific terms.

Julia, can you coordinate this (or help Rob do so, especially for #2)?

NP

On Mar 4, 2018, at 3:49 PM, Cooper, Adam <[a.cooper@northeastern.edu](mailto:a.cooper@northeastern.edu)> wrote:

Hi all,

Just to follow up on Rob's message, as he suggested my approach to teaching 3422 (including this past Fall 2017) has been to spend about 4-5 weeks on phonetics, 1.5 weeks on acoustic phonetics in particular (the rest of that time has been concerned with articulatory phonetics and reviewing IPA and transcription).

I'd expect that while students with this experience might have a certain leg-up for the full-fledged 3420, there'd still be quite a bit of content that would be new to them — both in acoustics and articulation, and especially in audition, which I've not covered at all. As such they might be good candidates for taking the new course, should they be interested.

In any case, dealing with such issues in-house certainly makes sense, given the circumstances.

Best,  
Adam

Adam I. Cooper, Ph.D.

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Boston, MA 02115

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547 Nightingale Hall

617.373.3175

[a.cooper@northeastern.edu](mailto:a.cooper@northeastern.edu)

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**From:** "Painter, Rob" <[r.painter@northeastern.edu](mailto:r.painter@northeastern.edu)>  
**Date:** Sunday, March 4, 2018 at 1:59 PM  
**To:** "Pearlmutter, Neal" <[n.pearlmutter@northeastern.edu](mailto:n.pearlmutter@northeastern.edu)>  
**Cc:** "Littlefield, Heather" <[H.Littlefield@northeastern.edu](mailto:H.Littlefield@northeastern.edu)>, "Cathcart, Julia" <[j.cathcart@northeastern.edu](mailto:j.cathcart@northeastern.edu)>, Adam Cooper <[a.cooper@northeastern.edu](mailto:a.cooper@northeastern.edu)>  
**Subject:** Re: Ling course & curriculum updates

NP,

At least for me, there have been different focuses in Ling 3422 as it's been taught. The first two times through the course, I did 4 weeks of Phonetics, and 10 weeks of Phonology, which I believe is about the coverage Adam gives in his version of Ling 3422. So what you told the registrar and curriculum committees (i.e. that the course was 75% phonology and 25% phonetics) was precisely true. In Fall 2016, I had just come back from doing a workshop on acoustic phonetics in the summer, so I rearranged that one cycle of the course to have much more phonetics: I did a couple weeks on acoustic and auditory phonetics, on top of the usual 4 weeks of articulatory phonetics. My point here is that Ling 3422 was unusually 'phonetic' in its last run. (This in answer to your concerns from your first paragraph).

Adam might want to chime in here, too, because Adam has usually run his Ling 3422 having something like 4-6 weeks on Phonetics, including 2 weeks on acoustic phonetics, so his students will also have had about 50% of the material to be covered in the new Ling 3420 course.

In sum, your analogy is spot on, regarding the time we upgraded morphology from a Topics to a full course. Certain of our majors shouldn't take Ling 3420 if they've already been through Ling 3422. When I talked to Heather about this, we felt that she would steer students accordingly in the advising meetings for the fall registration. We'll leave the registrar out of it, and handle this by contacting our majors and minors directly.

Sorry for the earlier confusion,

Rob

Robert K. Painter, Ph.D.

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Senior Lecturer, Linguistics  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115

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546 Nightingale  
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[r.painter@neu.edu](mailto:r.painter@neu.edu)

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**From:** Pearlmutter, Neal  
**Sent:** Friday, March 2, 2018 5:58 PM  
**To:** Painter, Rob  
**Cc:** Littlefield, Heather; Cathcart, Julia; Cooper, Adam  
**Subject:** Re: Ling course & curriculum updates

Well, we just got finished telling the registrar that LING 3422 was generally about 75% phonology and 25% phonetics (both



Heather and I were under the impression that this was the case), in order to explain why we wanted to create a new course for Phonetics (which people who've already taken 3422 can therefore take) and keep the number for phonology the same as an existing course (so that people couldn't take the rev'd 3422 again and have a huge amount of repetition).

So if the situation is basically the reverse, at least w.r.t. the Fall 2016 version of 3422, then I think we need to handle this by contacting our majors directly (via our email list) to let them know that they shouldn't take 3420 if they took 3422 in Fall 2016 (and/or in whatever other terms where this situation applies), rather than adding one-off stipulations for the registrar to implement. So the situation will be like when we ran Morphology for the first time or two after it was taught as a Topics course...

We should also make sure that we know which 3422 sections from the last few years had enough phonetics that students who took those sections really shouldn't be taking 3420.

NP

On Mar 2, 2018, at 5:26 PM, Painter, Rob <[r.painter@northeastern.edu](mailto:r.painter@northeastern.edu)> wrote:

Hi Neal,

With regard to Ling 3420 (Phonetics) and updating the Registrar, Heather and I were talking about tapering prerequisites for this specific (first) offering of the course in Fall 2018. Since my version of the old Ling 3422 (Phonetics & Phonology) in Fall 2016 had an especially heavy dose of phonetics, including acoustic and auditory phonetics (something like 70-75% of the course was phonetics; and I used a phonetics textbook, rather than a phonology one), Heather and I agreed that we'd need to somehow steer away some upperclass students who had my Ling 3422 and might want to take Ling 3420; they probably shouldn't be eligible to take the new course in Fall 2018. There were 19 students in the Fall 2016 section and I think Adam has taught his 'phonetics-combined' version Ling 3422 since then, too, so quite a few upperclassmen might have this issue if they want to take Phonetics as an elective.

I don't know if a "block" can be put on students who already have the old Ling 3422 on their transcript with the Registrar, but that would be ideal.

In future semesters, this won't be an issue. Adam and I are planning to greatly disambiguate the courses, phonetics and phonology, in practice as we teach them.

Otherwise, good to have this course on the books! Happy Spring Break!

Rob

Robert K. Painter, Ph.D.

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Senior Lecturer, Linguistics  
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360 Huntington Avenue  
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**From:** Pearlmutter, Neal  
**Sent:** Friday, March 2, 2018 2:15 PM  
**To:** Littlefield, Heather; Painter, Rob; Malhotra, Shiti; Cooper, Adam; Randall, Janet  
**Cc:** Cathcart, Julia  
**Subject:** Ling course & curriculum updates

Hi Ling faculty. A quick update: As of today, our proposed B.A. in Linguistics & Communication Studies combined major has been approved by the UUCC, LING 3420 (Phonetics) has been approved as a new course, and the revised version of LING 3422 (Phonology) has also been approved. I *\*believe\** that all of these should be available for Fall 2018.

As far as I know, both courses were approved exactly as we proposed them. The Ling & Comm Studies combined major had to be slightly adjusted (w.r.t. experiential ed requirements), but otherwise it's as proposed; I'll have a checklist for it soon (along with updated checklists for our other curricula as well).

Julia: I think we still need to add Rob's LING 3420 section to the list of our fall course offerings (b/c it wasn't available as a course before). Can you check with the registrar to find out if we can add it now, or if something else still has to happen on their end first? We'd like it to show up for the students as a fall offering when the listings go live on March 19 (about 2 weeks from now), if at all possible.

Hope everyone has a good spring break!  
NP