
Phonology

LING 320/3.0 – Syllabus [DRAFT: to be revised]

Department of Languages, Literatures, and Cultures

Winter 2021

Instructor: Prof. B. Bjorkman

Office: Kingston Hall Room 413 (but actually Zoom)

Email: bronwyn.bjorkman@queensu.ca

Drop-In Office Hours: TBD (or by appointment)
These will be held via Zoom and are **drop in**

~*Remote Logistics*~

This is a tentative plan for the Winter 2021 semester. Some details may change, but all changes will be final by the start of classes in January.

Courses at Queen's will continue to be fully remote in Winter 2021. Content in LING 320 will be primarily delivered in **synchronous class meetings** (aka real time or live meetings) held via Zoom, but all these sessions will be recorded and made available after the fact.

Our **timetable** slot is Tuesday 1:00–2:30 & Thursday 11:30–1:00. All synchronous sessions will take place in this slot, but will be divided into two parts:

- First 20-30 minutes: lecture on course content (5-10 minute break)
- Last 30-40 minutes: Practice Problems (Tuesday) or Q+A (Thursday)

Each week will follow the same basic schedule:

- Live class session: Technical Practice + Problem Solving, every **Tuesday**
- Check-in survey, due in the evening on **Wednesday**
- Live class session: Live Q+A and Review, every **Thursday**

In weeks where an assignment is due, it will always be due in the evening on **Thursday**.

Each week there will also be a written topic guide/handout, which will complement the recorded content lectures and readings from the textbook (textbook *TBD*).

There will be a **discussion board** for this course on onQ, and there will also be a **Discord or Slack server** for the class. Both of these are spaces for you to talk to each other about anything related to this course, though I will also be around to answer questions as needed.

I will also have **drop-in office hours**, held via Zoom. You can show up to these with questions about this course, or with any other topic you'd like to talk about!

Course Description

From the course calendar: Principles and methods of modern generative phonology. Examination of the formal properties of the sound systems of languages. Current theoretical controversies as well as particular synchronic and diachronic problems in a variety of languages.

Land Acknowledgement

Recognizing that Queen's is located on traditional Anishinaabe and Haudenosaunee territory, the course will aim to draw case studies from the Algonquian and Iroquoian language families, as well as from other Indigenous language families spoken in North America.

Textbook

- *TBD*

Because this semester is remote, I will **not** order copies of this textbook through the campus bookstore. I encourage you to try to order it through your local independent bookstore. Once the textbook is announced, please let me know as soon as possible if you have any problems acquiring a copy.

Learning Outcomes

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

- Demonstrate an understanding of fundamental phonological concepts;
- Demonstrate an understanding of the structural characteristics of segments;
- Demonstrate an understanding of suprasegmental phonological structure;
- Demonstrate skills in linguistic analysis;
- Demonstrate skills in critical thinking.

Grading Method

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queens Official Grade Conversion Scale. Explanations of both scales can be found on the following page: http://www.queensu.ca/artsci/sites/default/files/policy_on_grading.pdf.

Grading Scheme

<i>Coursework Component</i>	<i>Weight</i>
Assignments (4 total, 15% each)	60 %
Language Descriptions	20 %
Reflection	5 %
Surveys	5 %
Engagement	10 %

Course Website: onQ

Like most courses at Queen's, this course has an onQ website. This is where all material for this course will be posted. To receive emails notifying you of updates and announcements from the course website, you must turn on onQ notifications. I strongly recommend that you do this!

~*Course Requirements*~

Readings

Lectures and in-class exercises in this course will build on material covered in the assigned reading for each week. It is therefore important that you read the assigned chapter (or at least make a first effort at reading it) before watching related videos or attempting related exercises.

You should also make sure to download a copy of the week's Topic Guide / Handout before class, and bring it with you to Tuesday's class meeting (or have it with you when watching the recording of the lecture portion of Tuesday's class).

Content Lectures

Material that would usually be covered in live lectures will instead be covered in shorter lectures at the beginning of Tuesday and Thursday classes. These will typically be between 20 and 30 minutes long, and will be recorded and posted to onQ (in a separate video file from the rest of the class meeting). You are responsible for all material that is covered in these Content Lectures, including points that are not covered in the textbook.

Live Class Sessions / Practice Exercises

On most Tuesdays during the term, part of the class will be spent working collaboratively on exercises that apply the concepts covered in readings and lectures. These exercises will not be graded, but they are intended to prepare you for problems on upcoming assignments, and participating in this portion of the class will potentially contribute towards your engagement grade.

Assignments

There will be four assignments due over the course of the term. These assignments will be based on the textbook and class lectures, but will require you to analyze novel sets of data. They are intended to test your comprehension of material we have covered, as well as your ability to extend concepts beyond the lectures and reading.

Assignments will be due Thursdays at 11:30 p.m, and must be submitted electronically as **PDF** documents via onQ. All assignments will be posted to onQ at least two weeks before they are due. Submissions in any other format (hardcopy, submitted by email, uploaded in another file format, etc.) will not be accepted. You may handwrite or type submissions, but handwritten submissions must be scanned and uploaded as PDFs. If it is ever the case that I cannot read your handwriting, your answer may be marked incorrect and you will be required to type future assignments.

You are welcome to collaborate on assignments, but your submission must be written up individually, and you must list everyone you worked with on the first page of the assignment. Failure to do either of these may result in an academic integrity investigation.

In particular, it is important that your write up be done individually. The best way to do this is to make sure that everything you write is done independently; don't write full sentence notes while meeting with other students about how to approach / solve the problems.

Surveys

Each week there will be a short survey posted to onQ. These will not test your understanding of course material, but might ask you what you found clearest/least clear from the week's lectures, what questions you have, or to provide an example of some phenomenon covered this week.

These will usually be evaluated for completion only, though if you regularly give extremely minimal responses this may be factored into your final "Surveys and Engagement" grade.

Engagement

"Engagement" refers to your interaction with me and with other students in the course. Conscious engagement with each other is particularly valuable in a remote semester, when we won't have the chance to interact in person with one another.

Engagement includes any (or all) of: coming to my office hours, participating in the onQ Discussion Board (or other chat platform, if it exists), working on the weekly exercises (in class or on your own time), asking questions or contributing to small groups in live Zoom class sessions, or other activities that you feel qualify.

~*Policies*~

Late Policy

All course work must be submitted on the due dates listed in the Course Calendar; without special arrangements, I do not accept late work. Please do speak to me if you feel you need an extension on a specific assignment, however, for whatever reason.

If you know in advance that you need to make arrangements to submit an assignment at an alternate time due to, you must contact me in advance and confirm arrangements at *least* 24 hours before the original due date. In cases of unforeseeable emergencies (admittance to a hospital or other serious medical emergency, death in the family, etc.) I ask you contact me as soon as you can easily do so, and to submit a request for Academic Consideration; for students in Arts & Science this can be done through the online portal:

<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>

Communication + Email Policy

The use of your official Queen's University email is required for all correspondence in this course. For all emails relating to this course, please "LING 320" in the subject line, and include your full name in the body of the message.

The best way to get in touch with me is by email. I try to respond to emails within 24 hours during the week. I am not usually accessible by email over the weekend, so if you send an email on Friday, do not expect a response until Monday. You are welcome to drop in with questions during office

hours (listed above), or to make appointments for other times during the week (arranged by email). I may be available on short notice at other times, and you're welcome to check by email or via a message on Slack or Discord.

What to call me

Most instructors at Queen's go either by their first name, or by the titles *Professor* or *Dr.* followed by their last name. In LING 320, I am happy to be addressed in either way, either as "Bronwyn", or as "Professor Bjorkman" / "Dr. Bjorkman".

Academic Accommodations

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/policies/student-policy-index/>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Whether or not you are registered with QSAS, I would like to remind you that the resources of the Queen's Learning Commons and Student Wellness Services are available to all students. Please let me know if I can help you connect with any services on campus.

I also encourage all students to approach me at any point in the term to discuss circumstances that may affect your participation in the course. These might be personal, related to physical or mental health, or arising from issues in your family. The sooner I know about these, the earlier we can discuss what adjustments to the class might be possible in a particular situation.

Related to this: many students experience food or housing insecurity at some point during their studies. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect performance in this course, is urged to contact me or Student Wellness Services for support. Links to this and other resources at Queen's and in Kingston will be posted to onQ.

Academic Consideration for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was

approved at Senate in April, 2017 (see <https://www.queensu.ca/secretariat/policies/student-policy-index>).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a re-quest can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities: <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1: <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>, on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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Notice of Recording

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University (Zoom). Steps have been taken by the University to configure these platforms in a secure manner. Classes will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework.

If you are concerned about the collection of your name and other personal information in the class, please contact me to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the general [Notice of Collection, Use and Disclosure of Personal Information](#).

If for some reason you wish to make your own recording of class meetings, please contact me before doing so. Under no circumstances should recordings of class be posted online or otherwise shared with anyone not registered in the class.

Acknowledgements

This syllabus, and other materials developed for LING 350, are based partly on materials shared with me by Daniel Currie Hall.

Schedule

	Topic	Reading	Due
Week 1	Introduction to Historical Linguistics The Regularity of (Sound) Change	Ch. 1	
Week 2	Analyzing Sound Change	Ch. 2	
Week 3	Borrowing Analogical Change	Chs. 3&4	A1
Week 4	Comparative Reconstruction	Ch. 5	
Week 5	Language Families and Classification	Ch. 6	Topic Proposal
Week 6	Comparative Reconstruction Cont'd	Ch. 8	
Week 7	Explaining and Modelling Language Change	Chs. 7&13	A2
Fall Break			
Week 8	Semantic & Lexical Change Morphological Change	Ch. 9 & 10	Annotated Bibliography
Week 9	Syntactic Change	Ch. 11	A3
Week 10	Language Contact	Ch. 12	
Week 11	Distant Genetic Relationships "Big Data" in Historical Linguistics	Chs. 14&17	(Draft for BB Comment)
Week 12	Writing Systems	Ch. 15	A4 + Peer Review
	End of Term		Research Paper (Dec 10)