Supplemental files for 'Gotta catch 'em all: Skills grading in undergraduate linguistics', by Kie Zuraw, Ann M. Aly, Isabelle Lin, and Adam J. Royer. *Language* 95(4).e406–e427, 2019.

Supplement A: Syllabus for a Phonology I course—some information redacted

Rather than me going through the roster, then giving you time to introduce yourselves to each other, then going over the syllabus, I think it will be more efficient and less boring to do it all at once.

Your job: Tear off this front page, then work with two of your neighbors to fill it in (both sides). Meanwhile, I'll circulate and interrupt your group to meet you individually.

1. What are your two neighbors' names?

2. Find one thing you have in common with each of them (you're both from Oakland, you both have a younger brother in high school, your favorite sports team is the Raiders, your favorite language is Indonesian, the last thing you cooked was pasta…get as creative as you need to!)

3. Before you look at the syllabus, what pressing question(s) do you have about the class?

4. When are homeworks due?

5. What can you bring with you to a quiz?

6. What do you have to do to get a B on the non-project portion of the course?

7. What happens if you miss a quiz or don't turn in a homework?

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8. Why are there so many quizzes?

9. Where can you find more information about avoiding plagiarism in your term paper?

10. What are some activities in the future where you might use material from this course?

11. What are two things you can do to boost your success in this course?

12. What do you need to remember from [Introductory Linguistics] and [Introductory Phonetics], and how can you review them if you're rusty?

13. Help each other write your names in IPA on the student info sheet at the end of this handout, then fill out the rest of that sheet on your own and hand it in to [teaching assistant] (keep this sheet for yourself)

Were you able to answer your question(s) from #3?

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[course code]: Phonology I **Winter 2017**

SYLLABUS

Time/Place
Web

	Professor	*TA*
Mailbox		
Phone		
Student hrs.		
Email		
Web		

	Section 1A	**Section 1B**
Time		
Place		

Description
This course aims to equip you with the tools to understand sound patterns in the world's languages. Building on the basics you learned in [Introductory Linguistics] and what you learned about sounds' physical properties in [Introductory Phonetics], we'll look at how languages differ and how to explicitly capture these differences with rules and representations.

Objectives: by the end of the course, you should be able to...

- identify *phonotactic patterns*—which sounds can occur in which environments in a language
- identify *alternations*—how a morpheme's pronunciation changes as its environment changes
- apply ordered rules to underlying forms to derive surface forms
- use features to describe classes of sounds that pattern together
- recognize cases where syllable structure can improve rules
- distinguish stress languages and tone languages from others
- recognize restrictions that morphology and syntax place on a rule

What you'll need to remember how to do from [Introductory Linguistics] **and** [Introductory Phonetics]

- [Introductory Linguistics]: break words into morphemes (including recognizing multiple possibilities and determining the best solution)
  - You can review this in chapter 5 of your Hayes textbook, "Morphology"
- [Introductory Phonetics]: use phonetic symbols
- [Introductory Phonetics]: use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc.
  - You can review these last two points in chapter 1 of your Hayes textbook, "Phonetics"
- [Introductory Phonetics]: determine whether two sounds are contrastive in some language (two different phonemes), or context-determined variants (allophones)
  - We will review this in week 1

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Course outline. Subject to adjustment—and don't forget Friday sections!

Week	*Date*		*Topics*	*Hayes textbook*	*Homework due Thurs.*	*Project: upload to [course website] by Fri.*
1	Jan. 10		Contrast vs. predictability ▪ Phonemes & allophones review ▪ Phonological rules review ▪ Phonemes, writing, and reading ▪ Phonemes and second-language accents	ch. 2 Phonemic Analysis ch. 3 More on Phonemes		
	Jan. 12	quiz #1				
2	Jan. 17	quiz #2	Features and natural classes ▪ Using the *Pheatures* software ▪ Psychological reality of features ▪ Feature "geometry"	ch 4 Features		
	Jan. 19					topic declaration
3	Jan. 24	quiz #3	Alternations driven by rules ▪ Identifying and analyzing them ▪ Neutralizations and near-neutralizations	ch. 6 Phono. Alternation I	HW #1: contrast, predictability, features	
	Jan. 26					
4	Jan. 31	quiz #4	Rule interaction ▪ Crucial rule ordering (Counter-)bleeding, (counter)-feeding	ch7 Altrntn II ch. 8 Morphophon	HW #2: alternat'ns	
	Feb. 2					source report
5	Feb. 7	quiz #5	Productivity ▪ Rules' applicability to new words	ch. 9 Productivity	HW #3: rule interaction	
	Feb. 9		Catch up, review			proposed elicitation plan
6	Feb. 14		***MIDTERM EXAM***	ch. 10 Role of Morphology & Syntax		
	Feb. 16		Phonology's relation to morphology and syntax ▪ Morpheme & word boundaries in rules ▪ The phonological phrase			
7	Feb. 21	quiz #6	Phonology in language change ▪ How and why do sound patterns change? ▪ How changes in the past can produce surprising patterns in the present	ch. 11 Dia- & Synchrony ch. 12 Abstractness	HW #4: phono vs. morphology & syntax	
	Feb. 23					elicitation report
8	Feb. 28	quiz #7	Syllables ▪ Improving rules with syllable structure ▪ Differences in syll. structure across languages	ch. 13 Syllables	HW #5: diachrony, abstractness	
	Mar. 2					
9	Mar. 7	quiz #8	Stress and syllable weight ▪ What is stress? Which languages have it? ▪ Rules for predictable stress ▪ Syllable weight in stress systems and in verse	ch. 14 Stress, Stress Rules, & Syllable Weight	HW #6: syllables	
	Mar. 9					draft abstract
10	Mar. 14	quiz #9	Tone and intonation ▪ Features and rules for tone ▪ What is intonation? ▪ How does intonation relate to stress and tone? Course wrap-up	ch. 15 Tone & Intonation	HW #7: stress and/or tone	
	Mar. 16					
exam week	Mar. 22		**FINAL EXAM WEDNESDAY, 11:30-2:30**			
	Mar. 24		**Turn in paper to [professor] by 5 PM Friday (and upload WAV file to [course website])**			

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What knowing basic phonology is useful for

- studying advanced phonology!
- studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- language learning
- language teaching
- education, especially reading and language arts
- speech and language therapy
- language technology (speech synthesis, speech recognition)
- studying and creating literature, especially poetry

Skills you'll work on in this class (especially in the project) that are broadly useful in life

- formulating, and communicating in writing, a clear description and analysis of a set of data
- evaluating and comparing different analyses of the same data
- replication: determining how coherent and complete a claim is, testing and extending it
- planning a data-collection project; revising plan in light of initial results
- writing a greatly compressed version of a longer document ("abstract")
- metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

ADMINISTRATIVE MATTERS

Textbook—available in [bookstore]
Bruce Hayes. 2009. *Introductory Phonology*. Wiley-Blackwell (about $45 new)
I do not recommend electronic versions—formatting errors have apparently improved, but still major usability problems.

- Textbook readings serve as background and reinforcement for what we do in class.
  - Lectures and discussions won't review the reading directly, but we can talk about anything in it that you want to.
  - So, write down your questions or comments and bring them up in class and/or section.

Grading basis

- 25%: **final project**
  - will be graded in a traditional way—there's a grading rubric
  - We'll talk about the project more next time. I'll show you the rubric, and we'll talk about how to get started and the timeline.

- 75%: **skills mastery**
  - The course has been broken down into 50 skills, of which 33 are core skills.
    - To get an A (on this 75% of the total grade): demonstrate proficiency on all 50 skills, plus advanced proficiency on at least 20 of them.
    - To get a B: demonstrate proficiency on all 50 skills
    - To get a C: demonstrate proficiency on all 33 core skills
    - To get a D: demonstrate proficiency on at least half of the total skills
    - If you fall somewhere between two of these definitions, your grade will reflect that—e.g., 85% vs. 88%.

- In traditional grading: you get a score on each quiz, homework, or exam, and a weighted average of these is your final grade.
- In skills-based grading, each quiz, homework, or exam provides an **opportunity** to demonstrate proficiency (or advanced proficiency) on a variety of skills—and, of course, an opportunity to learn by doing.
  - Throughout the course, there's more than one opportunity to demonstrate each skill. To help you see how you're doing, we'll also let you know when you've demonstrated "developing proficiency" on a skill, though this doesn't count towards the grade
- We'll talk more about this next time, and I'll show you what the gradebook looks like and how to use it to track your progress
- This sounds complicated—why do it?
  - The short answer: a growing body of research suggests that traditional grading is inaccurate at assessing mastery, and less effective in promoting learning. I want us to do better!
  - Plus, this will be the third time we're doing this, and I've found that once you get used to it, it's actually pretty simple.

Homework

- Weekly phonology problems that will ask you to go **beyond** what we did in class
- Available on [course website] on Thursday (or earlier) and due the following **Thursday in class.**
- You're encouraged to discuss the problems together. Solutions must be written up individually, though.
- No **late homeworks** will be accepted without a valid, *documented* reason for the lateness (doctor's note, police report, towing receipt, death certificate, etc.). Why?
  - so that you can discuss the homework in section on Friday without giving away the answer to people still working on it
  - to preserve your TA's sanity
  - for your own good, to deter you from falling behind

Quizzes

- 15 minutes long, at the **beginning of class**, about once a week (see schedule above).
  - To avoid losing class time, I will have to be strict about collecting the quizzes when time is up.
  - Please arrive on time to class so that you have the full 15 minutes!!!
  - Also, latecomers are very distracting to quiz-takers, especially with this classroom's seats.
- The purpose of having the quizzes is to spread your studying out more evenly, give you more-frequent feedback, and boost your learning through practice.
  - If you are keeping up with the readings, you shouldn't need to do any separate studying for the quizzes.
- You may prepare a (double-sided) **sheet of notes** to consult, but you might not need it.
  - The reason I don't allow you to consult all your notes and books during a quiz is that I don't want you to waste time looking for answers that aren't there.

Missing homeworks and quizzes

- There are no zeroes in skills-based grading, only missed opportunities to demonstrate proficiency.
- Because we have so many quizzes, if you have to miss a quiz because of illness, religious holiday, etc., don't worry about it—you'll have additional opportunities to demonstrate proficiency on those skills.

Online component of course

- We will be using the course website. Handouts and links will be posted there, and most announcements I send out will be archived there.
- There will important items posted there that I'm not distributing on paper: homework assignments, project instructions, and maybe some other things

Academic integrity

- Suspected cases of plagiarism or cheating will be referred directly to the Dean of Students for investigation—I don't talk them over with the student first.
  - Why? The dean is better equipped to evaluate evidence, arguments, and explanations; to distinguish first-time from repeat offenders; and to apply fair, consistent standards across the university.
- The no-plagiarism rule applies even to assignments worth very little credit (e.g., project abstract).
- The term paper instructions contain tips on **how to not plagiarize**.

SECRETS OF SUCCESS

Always come to class and section

- Phonology is one of those areas where understanding the concepts isn't enough—you really have to *do* it.
- Plus, there's nothing like missing a class to make a person feel lost, confused, and out of it.
  - Not only do you miss the material from the day you were gone, but you get less out of the next class too because there are references to things you don't remember, and you're shy about asking questions because you think your question may have been covered while you were absent.
  - Then you start to tune out, and it goes downhill from there.

Talk to [professor] and [teaching assistant]

- …if you don't understand something, you have an idea, you disagree with something you've read, you're intrigued by something you've read, etc.
- Don't be shy about using our student hours. They are time that we have set aside to meet with students; you are never "interrupting" when you come to see us during those hours.
  - If those times don't work for you, you can try making an appointment—you'll have better success if you ask a few days in advance.
    - It's very inefficient if people skip class then want to make individual appointments. So, if you miss class (unless for a good reason), please use our student hours.

Talk to your classmates

- Discuss your readings, assignments, projects, ideas. Study together.

Don't fall behind

- This one should be easy because of the frequent homeworks, quizzes, and project milestones.

Read the textbook

- In some courses, I have to settle for a textbook that's not quite what I want. But the Hayes textbook is really excellent (and short!)—and it was designed for this course.
- Educational research suggests that **repeated reading** is not a good study strategy—the material begins to look very familiar, producing a false sense of mastery
- But reading the chapter once—noting your questions and comments—and then consulting it when you're unclear on something is extremely beneficial!
    - It gives you a chance to see more examples than in class, and to work through them at your own pace.

Things you should expect

- readings and homeworks are challenging and take time
- project requires a lot of planning

Things you shouldn't expect

- concepts seem mysterious
- what's expected of you is unclear
- it's unclear how to proceed, or how to tackle a problem

When these happen, tell me so I can try to fix it—you'll be doing your classmates a favor

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[Phonology I], Winter 2017

Student information sheet: please fill out and turn in

1. Name: _____

2. Name in IPA (don't forget to mark stress, **tone**, or pitch accent, depending on the language!):

_____

If your name is Korean, hangeul will also help me.

3. Native language(s): _____

Dialect information is helpful (California English, Buenos Aires Spanish, Taipei Mandarin, etc.)

4. Other languages you speak or have studied?

5. What are your main areas of interest within linguistics?

6. Since most of you are juniors or seniors, any ideas about your career plans after graduation?