



湖北工业大学
HUBEI UNIVERSITY OF TECHNOLOGY

Course Title	Phonology
Course Code	LING 3311
Semester	Fall 2027
Course Length	4 Weeks, 60 Contact Hours
Credits	4
Instructor	TBA
Office	TBA
Email	TBA
Prerequisite	LING 2111 Introduction to Linguistic Theory

Course Description:

This course explores the cognitive organization of speech sounds and the systematic patterns they form across human languages. Students will investigate the transition from phonetic surface forms to underlying mental representations. The curriculum focuses on the formalisms of generative phonology, including distinctive feature theory, rule-based derivations, and prosodic hierarchy. By engaging with diverse data sets, students will learn to construct and defend formal hypotheses regarding sound change, distribution, and syllable structure.

Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical Thinking Skills** – Students will engage in analytical thinking, demonstrating the ability to critically evaluate, synthesize, and apply knowledge to complex problems, and construct well-reasoned solutions and arguments.
- **Independent Research and Inquiry** – Students will conduct independent research, utilizing academic resources to explore relevant topics, formulating research questions, analyzing data, and presenting findings in a coherent, scholarly manner.
- **Problem-Solving and Application** – Students will apply theoretical concepts and methodologies learned in the course to real-world problems, demonstrating the ability to develop practical solutions informed by academic inquiry.
- **Global and Cultural Awareness** – Students will gain awareness of the global and cultural contexts relevant to the course, appreciating diverse perspectives and considering the implications of their studies in a broader, international context.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Identify and define core phonological processes (assimilation, deletion, epenthesis, etc.).
- Apply formal notation to represent phonological rules and mental representations.
- Deconstruct complex linguistic data to determine phonemic inventories and morphophonemic alternations.
- Compare and contrast theoretical frameworks, such as Rule-Based vs. Constraint-Based models.

Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:

Textbook: *Introductory Phonology* by Bruce Hayes (Wiley, 2011).

Software: Praat may be used for data visualization.

Course Requirements:

Problem Sets (30%)

Distributed weekly, these assignments require students to analyze raw data from unfamiliar languages. Students must identify patterns, propose underlying forms, and write formal rules to account for surface variations.

Midterm Exam (20%)

A comprehensive assessment covering the first half of the semester. It focuses on feature geometry, rule ordering, and basic phonemic analysis to ensure students have mastered the foundational mechanics of the field.

Research Report (15%)

Students will select a specific phonological phenomenon and write a concise report comparing two different theoretical approaches to the data, demonstrating critical evaluation skills.

Final Exam (35%)

A cumulative assessment emphasizing advanced topics such as autosegmental phonology and syllable theory. Students will be expected to solve a "grand problem" data set involving multiple interacting rules.

Assessments: Activity	Percent Contribution
Problem Sets	30%
Midterm Exam	20%
Research Report	15%
Final Exam	35%

Grading:

Final grades will be based on the sum of all possible course points as noted above.

Grade	Percentage of available points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83

C+	77-79
C	74-76
C-	70-73
D	64-69
D-	60-63
F	0-59

Course Schedule:

The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.

LING 3311 Schedule		
Lecture	Topic	Readings
L1	Course Intro: The Sound Systems of Languages	/
L2	Review: Articulatory Phonetics	Ch. 1
L3	The Phoneme: Contrast & Mental Lexicon	Ch. 2
L4	Allophonic Variation and Distributions	Ch. 3
L5	Formalizing Natural Classes	Ch. 4
L6	Feature Theory: Major Class & Laryngeal	Ch. 4
L7	Place and Manner Features	Ch. 4
L8	Morphological Interfaces: Word Formation	Ch. 5
L9	Phonological Alternations I: Processes	Ch. 6
L10	Phonological Alternations II: Rules	Ch. 7
L11	Rule Writing and Formal Notation	Ch. 7
L12	Review Session	/
L13	Midterm Exam	/
L14	Morphophonemic Analysis: Data Modeling	Ch. 8
L15	Identifying Underlying Representations	Ch. 8
L16	Productivity: The Wug Test and Beyond	Ch. 9
L17	Interaction with Syntax and Morphology	Ch. 10
L18	The History of Sound Change (Diachrony)	Ch. 11
L19	Abstractness in Phonological Theory	Ch. 12
L20	Syllable Structure and the Onset/Rime	Ch. 13
L21	Syllable Weight and Prosodic Hierarchy	Ch. 14
L22	Stress Patterns: Metrical Phonology	Ch. 14
L23	Tone Systems (Asian and African Models)	Ch. 15
	Research Report Due	
L24	Autosegmental Phonology: Tonal Spreading	Ch. 15
L25	Final Review and Comparative Theory	/
/	Final Exam	/

Accommodation Statement:

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Other Items:**Attendance and Expectations**

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

Assignment Due Dates

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

Make-Up Work

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

Access, Special Needs, and Disabilities

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.