

LING 4011: Intermediate Phonetics and Phonology

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Syllabus

Course

Semester: Spring 2026

Time: MoWe/11:50AM-01:10PM

Textbook: None

Website: Canvas

Location: CSC 13

Prerequisites: LING 3010

Instructor

Email: yangx.wang@utah.edu

Office Hours: T/TR 1pm - 2pm or by appt.

Pronoun: she/her/hers

Location: LNCO 2321

1 Course Description

This course provides an intermediate-level study of phonetics and phonology. This course starts where LING 3010 left off. Knowledge of that material is assumed: articulatory, acoustic, and perceptual phonetics; phonemes and allophones; writing rules; distinctive features; neutralization. We'll continue to look at new kinds of phonological phenomena, and we'll ask whether our theory, as it currently stands, gives us a satisfactory understanding of the new data.

It aims to get you to the point where you can understand current **articles and talks** in phonology, conduct your **own research** in phonology, use current phonological frameworks for your research and studies in other areas of language, and apply your knowledge of phonology to **practical problems**. We will focus on connecting phonological theory to four areas: cognitive science, articulatory phonetics, speech planning, and syntactic structure.

1.1 Course objective

- Explain the advantages of autosegmentalism over pure linear phonological rules;
- Analyze phonological patterns using a standard autosegmental feature geometry, and present analyses using the standard writing conventions of the field
- Evaluate how well a given phonological theory accounts for a pattern in a particular language;
- Describe some important concepts of phonological theory and
- Communicate and argue for your analysis in the form of a written paper

1.2 What to remember from previous courses

It's completely fine if your recollection of these concepts is a bit rusty. We'll be reinforcing them through consistent practice as we move forward.

- Use phonetic symbols

- Use phonetic terms for place of articulation, manner of articulation, phonation type, vowel height/advancement/rounding, etc. (you can review in chapter 2 of textbook or consult your 3011 materials)
- Given surface data...
 - identify and analyze alternations
 - decide underlying forms and morpheme boundaries (review ch. 7)
- Use features to capture classes of sounds that pattern together (review ch. 5 & 6)
 - Identify probable syllable structure
 - Determine what your analysis predicts, and what data could test those predictions
 - Compare different analyses of the same data
 - Explain your analysis, with well-chosen example derivations

1.3 What is knowing phonetics and phonology useful for?

- Learning more phonetics and phonology!
- Studying other aspects of language (acquisition, processing, bilingualism, neurolinguistics...)
- Language learning and language teaching
- Education, especially reading and language arts
- Speech and language therapy
- Language technology (speech synthesis, speech recognition)
- Studying and creating literature, especially poetry and song lyrics

1.4 What life skills will we work on?

- Formulating, and communicating in writing, a Clear description and analysis of a set of data
- Evaluating and comparing different analyses of the same data
- Metacognitive skills: assessing your knowledge and skills in light of a task, planning your approach, monitoring your progress

2 Course materials

2.1 Readings

There is no required textbook for this course. All materials (assignments, notes, readings) will be distributed through the course website on Canvas. However, you are encouraged to use the following books to reinforce and complement their learning.

- Gussenhoven & Jacobs. *Understanding Phonology*. 4th edition (2017).

2.2 Technology

- Students need regular and reliable access to a laptop/computer with internet access. A tablet computer is probably not sufficient to fully participate in the course.
- For some homework assignments, students will need speech analysis software. The most popular among phoneticians is called Praat (<http://www.praat.org>), free and available for Windows, Macintosh, and Linux operating systems.

3 Requirements and grading (tentative)

3.1 Grade break-down

		+	-	
Skill mastery	75%	A	94–100%	90–93.99%
Project	25%	B	87–89.99%	84–86.99%
In total	100%	C	77–79.99%	74–76.99%
		D	67–69.99%	64–66.99%
		E		≤ 59.99%

3.2 Skill mastery (75% in total)

There are 38 skills to be mastered in this course. To show that you’ve mastered a skill, correctly answer a question testing it on a quiz, exam, or assignment. You’ll get multiple opportunities to demonstrate mastery of each skill, with no penalty for wrong answers.

We’ll talk more about this, and I’ll show you how the gradebook works and how to use it to track your progress. In the meantime, you can see the list of skills on Canas.

Why do this?: 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. There is a published article about it! See Zuraw, Aly, Lin & Royer 2019, [here](#).

How does this translate into a number?

- Middle of B range (85%): demonstrate proficiency on all 38 skills
- Middle of A range (95%): proficiency on all 38 skills, plus advanced proficiency on 10
- formula: $\text{final_skills_percentage} = 47 + \#_of_skills_mastered + \#_of_skills_advanced$

Opportunities you’ll get to demonstrate skills

- **8 quizzes** on Canvas, to be completed on your own time, within a 48-hour window. Quizzes will be posted on Canvas. They’ll require you to open a Google Doc, save your own copy, fill it in, make a PDF, and upload the PDF. You can practice all this with a practice quiz. You’ll have a 30-minute window to complete the real quizzes, any time from 10 AM Tuesday to 10 AM Thursday.

What happens if you miss a quiz? Don't worry about it! You can try those same skills again in the future.

If you have a time accommodation, please have ADA notify me ASAP so I can set it up. In the quizzes, you can consult your book and notes, but not each other or any other person.

- **5 required homework assignments:** Include advanced sections, for demonstrating advanced proficiency; Homework assignments will be posted on Canvas at least a week in advance, and you'll upload your answers as a PDF by **Friday evening, 11:59pm MDT**. By default, homework assignments will require presenting your analysis in a **mini-paper**. The mark for mastery of skill is conditioned on the completion for your homework in the right format. Guidance about writing papers and designing posters is available on Canvas, and we will discuss these topics in class. You're encouraged to discuss the homework together. But solutions must be written individually.

There will be an optional **Homework 6**, released at the beginning of the semester, that won't be due until the **Friday of the last week (April 24th)**. It is intended to provide additional opportunities to practice and demonstrate proficiency.

- **Midterm exam:** will provide opportunities for all skills seen so far, except those that everyone is already proficient in. It will be in person. Open note, open book.

3.3 Project (25%)

Project includes milestones you turn in (by uploading to Canvas) throughout the semester and get individual feedback on. You'll be expected to write a term paper (about 8-12 pages, double-spaced), **due by 11:59 p.m. on Tuesday, April 28th, 2026**. Late paper will not be accepted. Please note that completing all intermediate milestones is required to be eligible for full points on the final project.

3.4 Extra credits (up to 7% bonus to final grade)

An additional poster (2-3% bonus to final grade)

For one assignment of your choice, you can also submit a poster for your analysis. You should present this poster, either to Yang in her office or to the class on the day the assignment is due (1 more extra credit for this option!) This is 2 percent extra credit for this class. The purpose of the optional poster is to give you an additional opportunity to practice the material and to receive feedback.

SONA credit (2% bonus to final grade)

In this course students can earn two extra credits for participation in Linguistics studies this semester. For more information and to sign up for linguistics studies, please visit: <https://sites.google.com/view/speech-acquisition-lab/participate-in-experiments>.

If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a SONA account and then email us at speechlab@utah.edu. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new

appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechlab@utah.edu.

Class engagement (up to 2% bonus to final grade)

You can earn up to two extra credits through the following activities. No double-dipping except in the first category.

1. attending a Department of Linguistics colloquium talk
2. pointing out problems with the materials (e.g. typos, notes, my posts)
3. raising a question on Canvas discussion board
4. volunteering answers to peer questions during lectures and office hours, and/or on Canvas
5. sharing useful links or resources
6. attending office hours during the first three weeks of classes

4 Course policies, mechanics and getting help

- **Emailing:** You can email me at the address (yangx.wang@utah.edu), with “LING 4011” somewhere in the subject line for any logistical/administrative matters. I will respond to emails within 24 hours. Please do not use the Canvas Inbox to contact me, as I do not monitor it regularly.
- **Use of Generative AI (e.g., ChatGPT, Gemini, Grok):** This course assumes that work submitted for a grade by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. The use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism.
- There are two philosophies of grading: an assessment of how well you’ve mastered the material vs. an incentive system to make you do things that should help you master the material. I’m going with the “assessment” model, so there are no explicit grades for attendance. If you miss class though, it does hurt your learning and thus your grade.
- **Late passes:** It’s not feasible for me to just accept homework whenever, but at the same time we need to build in flexibility. Everyone gets **three late passes** that allow you to turn in a homework assignment, or do a quiz, up to a week late. I suggest waiting to spend them until some week when your circumstances are more difficult than your baseline. When you want to spend a late pass, just e-mail Yang **beforehand**. **Late requests will not be accepted.** Canvas will let you submit late work, but it will count it only if you’ve told us you want to spend a late pass on that piece of work.

5 Course schedule (subjective to change)

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Homework</i>	<i>Final project</i>	<i>textbook (optional)</i>
1	1/05	Syllabus, overview			
	1/07	Constraints			chapter 2
2	1/12	Optimality Theory basics			chapter 2
Quiz 1	1/14	Optimality Theory basics			chapter 2
3	1/19	Martin Luther King Jr. Day			
	1/21	Segmental phonology	HW 1		chapter 4, 5
4	1/26	Segmental phonology			chapter 4, 5
Quiz 2	1/28	Segmental phonology			chapter 4, 5
5	2/02	Tones and autosegmental phonology			chapter 9, 10
	2/04	Tones and autosegmental phonology		Topic Declaration	chapter 9, 10
6	2/09	Tones and autosegmental phonology			chapter 9, 10
Quiz 3	2/11	Tones and autosegmental phonology	HW2		chapter 9, 10
7	2/16	Presidents Day holiday			chapter 9, 10
Quiz 4	2/18	Tones and autosegmental phonology		Source Report	chapter 9, 10
8	2/23	Tones and autosegmental phonology			chapter 9, 10
	2/25	Midterm			
9	3/02	Lexical phonology			chapter 8
Quiz 5	3/04	Lexical phonology		Data report	chapter 8
10	3/09	Spring break			
	3/11	Spring break			
11	3/16	Lexical phonology			chapter 8
Quiz 6	3/18	Lexical phonology	HW 3		chapter 8
12	3/23	Lexical phonology			chapter 8
	3/25	Lexical phonology		Preliminary analysis	chapter 8
13	3/30	Phonology above the word			chapter 12
Quiz 7	4/01	Phonology above the word	HW 4		chapter 12
14	4/06	Phonology above the word			chapter 12
	4/08	Phonology above the word		Draft Abstract	chapter 12
15	4/13	Phonology above the word			chapter 12
Quiz 8	4/15	Phonology above the word	HW 5		chapter 12
16	4/20	Course wrap-up			
	4/22	No class	HW6 (optional)		
17		No Final exam; Final paper	due	Tuesday 04/28	11:59PM

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

6 University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to [the Center for Disability & Access](#).

Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping

to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

4. **Academic Misconduct Statement.** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. **Drop/Withdrawal Policies.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

This syllabus is subject to change at the discretion of the instructor.