

Supplement C2: Sample homework instructions for a Phonology I course with skills grading

Homework #4: Korean consonant alternations Due Thurs., Feb. 23 in class

I used Choo & O'Grady 1996 and http://en.wikipedia.org/wiki/Korean_food for a lot of the single-word data. Longer data are mostly from Jun 1993, Jun 1998.

Don't seek out additional data about the language, or use your independent knowledge of it. It will only make things more difficult. The data here have been carefully selected to avoid various potential problems.

Also, **don't use the numbers** in your write-up. That is, you don't want to write something like “#10-20 show”, which would require [teaching assistant] to go back to this document and look up the data. Write as though the person reading your paper does not already know or have access to the data: you have to explain it to them.

Instructions for Part I

- In Korean, voiceless unaspirated vs. voiced stops/affricates (like [p] vs. [b]) are in complementary distribution
 - Use the “data for Part I”, which are monomorphemic or close-to-monomorphemic words, to figure out what that distribution is
 - 1. **Describe** the distribution (where does each sound type occur)
 - 2. Give **phonemicization diagrams** for the sounds involved
 - 3. Provide a **rule**, in notation (use **features**) and prose, to explain the complementary distribution
- Two other things you should know about Korean for Part I
 - Korean has, as separate phonemes, some aspirated ([+spread glottis]) consonants (like [p^h]).¹
 - And, Korean has, as separate phonemes, “tense” consonants
 - These are transcribed with the IPA wildcard diacritic * (like [p*])
 - Treat them as [+constricted glottis], even though they're not ejectives.²

Instructions for Part II

- The data for Part II give you morphologically complex words and longer utterances, with phrase boundaries marked.
 - (How did Jun know where the phrase boundaries are? From the pitch pattern. Take [Intonation course] to find out more.)
- Pay special attention to morphemes that appear in both Part I and Part II, or appear multiple times in Part II—their **alternations** will give you clues to the rules.
 - This means you have to pay attention to the glosses (translations).

¹ Actually, a narrower transcription would show that the sounds I'm transcribing as voiceless unaspirated are quite aspirated too, and the real phonetic difference is in the pitch and voice quality of the following vowel. But we will ignore all that for purposes of this assignment—go with the transcriptions as given.

² In case you're curious what they sound like, they have longer closure duration, and, if initial, some glottalized voice quality on the following vowel, and higher pitch on the following vowel.

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- Use the data in Part II to determine the domain of the rule that you proposed in Part I.
 4. Say what the **domain** of your Part I rule is.
 5. **Justify** that domain in a couple of sentences, giving **examples** from Part II data.
 6. Include **derivations** to illustrate cases where your rule does and doesn't apply.
- You will also find a new rule in Part II that causes voiceless unaspirated obstruents to alternate with tense obstruents.
 7. Give revised **phonemicization diagrams**
 8. Provide a **rule**, in notation and prose, to explain the alternation.
 9. Say what the new rule's **domain** is.
 10. **Justify** that domain in a couple of sentences, given **examples** from Part II data.
 11. Again, include **derivations** to illustrate cases where your rule does and doesn't apply.

Skills

- **It's up to you** to say, with a note in the margin, which of the problem-solving skills from the first half of the course you're using, and where. But here are some tips.
 - You will definitely use **7.1-7.4**, where there's an opportunity to display advanced proficiency if the explanation is good and the derivations well chosen.
 - **7.4, FurtherData**, is one you probably haven't tried yet. In general, we only require you to give one solution that works, not to consider every possible solution. But to get proficiency on this skill, identify one part of your solution where there's actually more than one way to do it that works. Then you need to invent imaginary data and explain how it would help you decide.
 - For example, suppose we were analyzing English regular plural and past tense. We could have a general devoicing rule for the suffixes /-z/ and /-d/, like
$$[-\text{sonorant}] \rightarrow [-\text{voice}] / [-\text{voice}] ___$$
 - Or a more specific one, like
$$[-\text{sonorant}, +\text{CORONAL}] \rightarrow [-\text{voice}] / [-\text{voice}] ___$$
 - In order to decide, we need a suffix that is a non-coronal voiced obstruent. Suppose there were a diminutive suffix /-b/ in English, like [ʃu] 'shoe', [ʃub] 'little shoe' (this is imaginary data!). If you attach /-b/ to a stem that begins with a voiceless obstruent, like /kæt/, and you get [kætɸ], then we know that the rule is not only for coronal obstruents. But if you get [kætɸb], then that supports limiting the devoicing rule to just coronals.
 - A more advanced example would be one where the analyses were more radically different, like a rule of [a] deletion vs. a rule of [a] insertion for the Serbo-Croatian problem we did in class.
 - If you can't see a way to do this for this assignment, you can still try it on the remaining three homeworks.
 - Other first-half-of-the-course skills probably can be at most *proficient* for this problem, so **if you've already gotten proficiency** on these skills, you can save [teaching assistant] some time by not including a note in the margin for them.

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- Even if it's not strictly necessary to make a good paper, you can always (i.e., on every homework) fit in **any skills** that you want another try at, if you can make them fit in logically.
 - The additional skills you could use (depending on your solution), are
 - 3.10**, DomainEdges
 - 3.11**, BoundingDomains
- If your solution is totally correct, that would count as *advanced* on these.
- Don't forget to write the **skill number and name** (redundancy helps to recover from errors) in the margin, right beside the place where it's used. Don't make [teaching assistant] hunt for it!

Data for Part I (as a bonus, most of these are words that will come in handy in a restaurant)

1.	[od͡ziŋʌ]	'squid'
2.	[kalbi]	'ribs'
3.	[sod͡zu]	'soju'
4.	[pap]	'rice'
5.	[pori]	'barley'
6.	[pæ]	'pear'
7.	[sagwa]	'apple'
8.	[panana]	'banana'
9.	[taŋgin]	'carrot'
10.	[tak]	'chicken'
11.	[kogi]	'meat'
12.	[t͡qæd͡zi]	'pig'
13.	[kuk]	'soup'
14.	[kjʌp]	'layer'
15.	[kote ^h u]	'pepper'
16.	[kwail]	'fruit'
17.	[kui]	'roasted food'
18.	[kuks [*] u]	'noodles'
19.	[pante ^h an]	'side dishes'
20.	[te [*] igæ]	'stew'

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21.	[kʰɪt]	‘bowl’
22.	[kʰim]	‘oil’
23.	[t*ʌk]	‘rice cake’
24.	[pæte ^h u]	‘cabbage’
25.	[pok*im]	‘stir-frying’
26.	[pibim]	‘mixing’
27.	[sogim]	‘salt’
28.	[teʌt]	‘pickled fish’
29.	[teorim]	‘hard-boiled’
30.	[p ^h odo]	‘grape’
31.	[kam]	‘persimmon’
32.	[pam]	‘chestnut’
33.	[teuk]	‘porridge’
34.	[tubu]	‘tofu’
35.	[t ^h ɥigim]	‘fried food’
36.	[kimte ^h i]	‘kimchi’
37.	[teʌn]	‘pancake’
38.	[teʌŋ]	‘soybean (sauce)’
39.	[andzu]	‘bar snack’
40.	[odeŋ]	‘fish cake’
41.	[sundæ]	‘beef & tofu sausage’
42.	[pʌsʌt]	‘mushroom’
43.	[aŋɥi]	‘anglerfish’
44.	[kulbi]	‘croaker’
45.	[hobak]	‘squash’
46.	[pɥip ^h e]	‘buffet’
47.	[pidzi]	‘soybean dregs’

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Data for Part II—important morpheme boundaries are included (“-”) to make it easier

cf.

48.	[k ^h oŋ-bid̥zi]	‘soybean dregs’ (more specific, I guess)	#47
49.	[tʃen-d̥zaŋ]	‘fermented soybean paste’	#38
50.	[kot̥ ^h u-d̥zaŋ]	‘red pepper paste’	#38
51.	[t̥ ^h ʌŋ-guk-t̥ [*] aŋ]	‘fermented soybean soup’	#38
52.	[pibim-bap]	‘rice with assorted mixture’	#4
53.	[pori-bap]	‘barley and rice’	#4
54.	[hʃe-dʌp-p [*] ap]	‘rice with raw fish’	#4
55.	[o-gok-p [*] ap]	‘five-grain rice’	#4
56.	[pat-p [*] ap]	‘red beans with rice’	#4
57.	[k ^h oŋ-guks [*] u]	‘soybean noodle soup’	#18
58.	[mil-guks [*] u]	‘wheat noodles’	#18
59.	[k ^h al-guks [*] u]	‘knife-cut noodles’	#18
60.	[mak-k [*] uks [*] u]	‘buckwheat noodles in cold broth’	#18
61.	[mijʌk-k [*] uk]	‘seaweed soup’	#13
62.	[p ^h a-d̥zʌŋ]	‘green onion pancake’	#37
63.	[hobak-t̥ [*] ʌŋ]	‘squash pancake’	#37
64.	[sam-gjʌp-s [*] al]	‘3-layer flesh’ (bacon)	#14, #65
65.	[sal]	‘flesh’	
66.	[pul-gogi]	‘grilled, sliced meat’	#11
67.	[t̥ [*] im-dak]	‘steamed chicken’	#10
68.	[tak-p [*] ok [*] im-t ^h aŋ]	‘spicy chicken stew’	#25
69.	[sæu-d̥zʌt]	‘fermented shrimp sauce’	#28
70.	[sun-dubu]	‘soft tofu’	#34

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Repeated words are in **bold**, but you can get useful data from the rest of each utterance too

71. [modin **girim**]_{phrase}
every picture ‘every picture’
72. [**kirim-il** bo-da]_{phrase}
picture-acc look-TA ‘look at the picture’
73. [mul **bu-Λra**]_{phrase}
water pour-imperative ‘pour the water’
74. [mijΛk-k*uk **p*u-Λra**]_{phrase}
seaweed-soup pour-imperative ‘pour the seaweed soup’
75. [ki-ga]_{phrase} [mΛη-nin **bap**]_{phrase}
he-nom eat-ing rice ‘the rice he is eating’
76. [ke-ga]_{phrase} [**pab-il** mΛη-nin-da]_{phrase}
dog-nom rice-acc eat-ing-TA ‘The dog is eating rice.’
77. [te^hΛt]_{phr} [kjodzaŋ **sansæŋ**]_{phr}
new principal teacher ‘new principal’
78. [te^hΛt]_{phr} [tæhak **s*ansæŋ**]_{phr}
new university teacher ‘new professor’
79. [**kohjaŋ**]_{phrase} ‘hometown’
80. [næ **gohjaŋ**]_{phrase}
my hometown ‘my hometown’
81. [nΛne]_{phr} [toŋsæŋt*æk **k*ohjaŋ-in**]_{phr} [Λdi-ni]_{phr}
your sister.in.law hometown-topic where-Q ‘Where is your sister-in-law’s hometown?’
82. [abΛdzi-ga]_{phr} [paŋ-e]_{phr} [tiŋΛ-ga-εi-η-gΛ]_{phr} [pwa-n-nja]_{phr}
father-nom room-loc enter-go-hon-N-thing see-past-Q ‘Have you seen father entering the room?’
83. [nΛ]_{phr} [teΛgi]_{phr} [jΛdzi-ga]_{phr} [tu-mjaŋ dzina-ga-nin-gΛ]_{phr} [po-i-ni]_{phr}
you there woman-nom two-people pass.by-go-past-thing see-pass-Q ‘Do you see two women passing by over there?’
84. [teŋ-njaŋ-e]_{phr} [pjansan-esΛ bo-n gΛdzi-ga]_{phr} [kjΛron-het*a]_{phr}
last.year-loc Byeonsan-loc see-past beggar-nom marriage-did ‘The beggar we saw at Byeonsan last year married.’

Abbreviations in glosses—not important for solving the problem, but in case you’re curious

acc	accusative case
TA	verb ending, syntactic status controversial
nom	nominative case
Q	interrogative
loc	locative case
hon	subject honorific
pass	passive

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References

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