

General Assignment Rules: (*Failing to abide by these rules will result in your scoring a grade of '0' for this assignment*).

1. This assignment must be submitted by the beginning of your Friday discussion to the d2l drop box for Field Notebook 2, in a format that allows the plagiarism detection software to evaluate your document.
 - a. The document you submit must have a be in .pdf, .doc, .docx, .wpd, .rtf, .txt or .html format, and must be named with the correct file extension. Consult the help documentation for your word processing program to learn how to do this, or work with the UA's 24/7 Helpdesk in advance of the due date.
 - b. It is your responsibility to ensure that any special characters (IPA characters, for example) or formatting are preserved in the file you submit. The best way to ensure this is to convert your file to .pdf format before submission to the drop box. If you work on a Mac, conversion to .pdf is built into your 'print' function; if you work on a PC, you may have to install open-source software or use a web-based conversion tool. Consult the UA's 24/7 Helpdesk in advance of the due date if you have trouble with this conversion.
2. Your paper must have a **title page** containing your first and last name, your section number and a project title. The text of your paper should start on page 2.
3. Your paper must be written in your own words, and may not contain content that is significantly similar to that of any other student in this class. See our syllabus policy on plagiarism and group work for more information.
4. Your language description must not be substantially the same as English, or any other language that you speak or study.
5. Your paper must provide properly formatted examples, in-text citations, and a full reference page, based on the Referencing Style Sheet that can be found in d2l, 'content' > 'project'.
6. Your paper must be no longer than 5 pages, excluding the title and reference pages.
7. ***You must upload at least the first page of your Illustrations of the IPA article as a separate document in the d2l dropbox.***

Important Resources:

1. At least one journal article from the series "Illustrations of the IPA", in the Journal of the International Phonetics Association.
2. Your Field Notebook 1 assignment
3. Your assigned readings from Winkler , Rickerson, and Harley.
4. The Referencing Style Sheet from d2l.
5. The 'Swadesh List' Handout in d2l.
6. These interactive IPA charts:
 - a. Consonants: <http://www.paulmeier.com/ipa/consonants.html>
 - b. Vowels: <http://www.paulmeier.com/ipa/vowels.html>
7. An IPA font picker such as this: <http://people.w3.org/rishida/scripts/pickers/ipa/>, or access to 'special characters' (consult the help documentation for your

computer's system and word processor) if you are using IPA symbols that you don't otherwise know how to type.

Before You Begin

Start with your Field Notebook 1, and inventory the sounds that you've used to create your words. Those sounds will form the basis of your language's phonemic inventory.

Locate your "Illustrations of the IPA" article from the Journal of the International Phonetic Association. You will find instructions for finding an "Illustrations of the IPA" article in the Homework 2 assignment in d21 'content' > 'homework'.

Read the article, and see how much of it you can understand. We do not expect that you'll understand everything in the article (at least not until you do your graduate work in phonetics), so don't worry about that. Each article contains a consonant and vowel chart where the phonemes of the relevant language are listed. You'll need to look carefully at these charts so that you can build your own charts in your Field Notebook!

Then think about how you can create a sound system that's similar in some ways to the one in your article – but that's also significantly different from it.

You will need to save an electronic copy of at least the title page of your article to submit with your assignment. If you found your article in hard copy, you may need to scan that page (ask the 24/7 Helpdesk to find out where you can do that).

Assignment Content and Format:

Your notebook should be formatted as follows: Each part should be introduced with a heading so that it is easy for your reader to find each required element in your paper. Each section should be introduced with a heading so that it is easy for your reader to find each required element in your paper. Your overall letter grade on the assignment will reflect the weighting given to each section of the paper. *Absent 'obligatory' elements will result in a score of 0 on the assignment!*

Title Page: containing your name, section number, the date and a title. (*obligatory*)

Section 1: Introduction (5%)

Here you should remind the reader of the name and basic characteristics of your speech community. What, in general, have you found out so far about the sounds of your field language? How, in general, are they similar to – or different from – the sounds of the language you've read about in your "Illustrations of the IPA" article? You must cite your article in this section of the text. Find some relevant information from any article in your Rickerson text, use it in your introduction (either direct quotation or paraphrase), and correctly cite it.

Section 2: The Consonants (25%)

You should begin with a sentence or two about the consonant sounds of your language. Then you should create a table similar in to the one in your article – but instead of using the consonant sounds listed in your article, you will fill in the chart with the consonant sounds from your language. You must include all of the consonant sounds you used in your greeting and first 10 words, but you may also add more if needed. In your chart, you must:

- Have at least distinct 12 consonant phonemes, using at least 3 different *places* of articulation and at least 3 different *manners* of articulation.
- In at least one row, have consonant pairs that differ only according to *voicing* OR *aspiration/glottalization*.
- Include at least one *nasal* consonant, and at least one *approximant*.
- Use the correct IPA symbol for each consonant.

Section 3: Minimal Pairs for Consonants (10%)

Use your “Illustrations of the IPA” article to see how ‘minimal pairs’ are presented for the different consonants of the language it describes. *Use this same format to provide a set of minimal pairs only for the consonant phonemes that differ from each other only by voicing or aspiration/glottalization.* The minimal pairs should be simple words – some may come from your previous work, but you may make up new words to fulfill this requirement. For example, if my consonant inventory contained the sound pairs [p, b], [t, d], [k, g], I would list the following minimal pairs:

[p, b]	[t, d]	[k, g]
[pæt] ‘squirrel’	[tipe] ‘sheep’	[ku] ‘bear’
[bæt] ‘blackbird’	[dipe] ‘horse’	[gu] ‘goat’

Section 4: The Vowels (25%)

You should begin this section with a sentence or two about the vowel sounds of your language. Then you should create a vowel chart similar in format to the one online: <http://www.paulmeier.com/ipa/vowels.html>, or to the vowel charts we’ve used in class, or to the vowel chart in your article (if it has one). Select the format that’s easiest for you to understand and use! You must include all of the vowel sounds you used in your greeting and first 10 words, but you may also add more vowels if needed. In your chart, you must:

- Have at least 3 distinct vowel places of articulation, using at least 2 different levels of frontness and at least two different levels of height.
- Use one of the following:
 - A contrast in *vowel length* – your vowels may be short or long
 - A contrast in *vowel tone* – your vowels may have high or low pitch
 - A contrast in *vowel nasalization* – your vowels may be nasal or oral.

After the chart, provide a list of *minimal pairs* for the vowel phonemes that differ from each other only by length, tone or nasalization.

Section 5: Minimal Pairs for Vowels (10%)

Use your “Illustrations of the IPA” article to see how ‘minimal pairs’ are presented for the different vowels of the language it describes. *Use this same format to provide a set of minimal pairs only for the vowel phonemes that differ from each other only by length, tone or nasalization.* The minimal pairs should be simple words – some may come from your previous work, but you may make up new words to fulfill this requirement. For example, if my consonant inventory contained the vowels [e, e:], [o, o:], [u, u:] (this would be a *vowel length* distinction), I would list the following minimal pairs:

[e, e:]	[o, o:]	[u, u:]
[pet] ‘fox’	[tope] ‘mouse’	[ku] ‘bear’
[pe:t] ‘pelican’	[to:pe] ‘elephant’	[ku:] ‘camel’

Section 6: The Syllables (20%)

Now you should make some notes about how consonants and vowels can be arranged in your language to form syllables, and words. You should write your discussion in paragraph form, but your paragraphs should contain answers to the following questions:

- Can syllables begin with vowels? Are there vowel-initial words? (if so, give an example).
- Can syllables end with consonants? Are there consonant-final words? (if so, give an example). Which, if any consonants can come at the ends of words?
- Can syllables have more than one *onset* consonant? If so, what clusters are allowed in onset position? (Give examples).
- Can syllables have more than one *coda* consonant? If so, what clusters are allowed in coda position? (Give examples)

Section 7: Summary (5%)

Try to wrap up all you’ve found about your language, and review how it is similar to, yet significantly different from, the sound system in the article you selected.

Reference Page (obligatory)

You must cite the “Illustrations of the IPA” article you used in your reference sheet (and you must have cited it in the relevant section of your text as well!), as well as the course texts. If you used any additional resources, you must cite them as well.

Grading Rubric

1. Did you correctly follow all general assignment rules? **Failure to abide by these may result in a score of '0' for this assignment.**
2. Does your work in this report respect the fundamental tenets of our class?
Namely, that:
 - a. All human communities are created equal, and
 - b. All human languages are created equal.

This means that you may not write about a community or language in which everyone is 'simple' or 'stupid'. However you imagine your community, it must be a plausible human community. **If you violate this rule, you will receive ½ credit for this assignment. Continued violation will result in a score of 0 on subsequent assignments.**
3. Does your work show that you correctly understand course concepts so far? Your work should reflect your mastery of course concepts, and to the extent that it does not, your grade will suffer.
4. Is your prose clear and easily understandable? Your grade will be reduced if your writing is difficult to understand for any reason.
5. Did you include all the correct sections? Your grade will be reduced if you do not have all of the sections listed here, or if it is difficult for your reader to find each section.
6. Did you cite your references correctly? The required references must be cited in the text of the paper, and fill citations for each must appear on your reference page. If you used any additional references these must also be cited in the text and on your reference page. Your grade will be reduced if you have incomplete or incorrectly cited references. **If you have missing references, you have violated the Code of Academic Integrity, and could receive a failing grade in the class.**
7. Does each section contain the required information and is it formatted and presented correctly? Expect a reduced grade if any required information is missing or difficult to understand.
8. Do you have spelling, typographical, or style errors? Your grade will be reduced if you have poor proofreading, poor formatting, or does not follow the style given in the 'referencing and citation stylesheet' in d2l > 'content' > 'project'.
9. Have you followed all of your section instructor's directions in writing and submitting your assignment? If you have not, your grade will be reduced.

Letter Grade Conversion Chart: Total Points Possible = 50

Letter Grade	Point Value		Letter Grade	Point Value
A++	50 (100%)		C+	39 (78%)
A+	49 (98%)		C	37.5 (75%)
A	47.5 (95%)		C-	35 (70%)
A-	45 (90%)		D+	34 (68%)
B+	44 (88%)		D	32.5 (65%)
B	42.5 (85%)		D-	30 (60%)
B-	40 (80%)		E	25 or fewer (<50%)