UNIVERSITY OF CALGARY

Department of Linguistics

LING 403/09W: Phonology II

Instructor: Darin Flynn

Teaching Assistant: Susan Jackson

Course description: "Phonology II: Recent issues in phonological theory." (Calendar)

Course prerequisite: LING 303

Class time, location: Mondays, Wednesdays & Fridays 2-2:50pm, ST 130

Website: http://ucalgary.ca/dflynn/ling403

Office hours: Darin: Fridays 12:30-2pm, SS 806; Susan: Wednesdays 12:30-1:30pm, SS 815

Telephone: Department: 220-5469; Darin: 220-6110; Susan: 220-6122

E-mail: Darin: dflynn@ucalgary.ca; Susan: sejackso@ucalgary.ca

Questions? Email or call about your questions, if you like.

Fax: 282-3880 (perhaps if you need to fax a doctor's note? But please don't fax assignments...)

Assignments: A link to each assignment will be posted in the schedule section of the website about 10 days before its due date. All must be submitted electronically (**Word** document, else Works or WordPerfect) by midnight of the due date. No late assignments will be accepted. The file name of each assignment must be in the following format: ast#-lastname-preferredemailaddress, for example: ast2-smith-jsmith@shaw.ca. Moreover, all phonetic characters must be typed in a well-known phonetic font.

Computers: If you don't own a computer (or if you don't like your computer) you can do your assignment on a U of C workstation, say, in the TRI-Lab (SS 018) or in the IC (2nd flr. McKimmie). Note that you probably won't be allowed to install any special font in your workstation, but on PCs at least you'll find all phonetic characters in **Lucida Sans Unicode** (or else in **Arial Unicode MS**, which is normally installed with Word XP). Word 2007 is installed with fonts that have ALL phonetic symbols (**Times New Roman**, **Arial**, **Segoe UI**, etc.).

Optional text: *Optimality Theory*, by René Kager (Cambridge University Press, 1999), at the bookstore. *N.B.:* Several books on phonology in Optimality Theory are found in the library. (Hubert Truckenbrodt, who also uses this text, provides the chapters in pdf files @ http://www2.sfs.uni-tuebingen.de/~hubert/Potsdam/OT/ot.html). There is also an extensive electronic archive at http://roa.rutgers.edu

Grading system: 4 assignments @ 10% each
Class participation 10%
Library research seminar 5%
Paper prospectus 5%
Research paper 40%!!

Re: Library research seminar: You must attend a how-to-do-research seminar at the library, scheduled during our regular class time and prepared by Ms. Rosvita Vaska, our librarian for linguistics.

Re: research paper: From now until mid-March, you will need to think about and investigate possible topics for your research paper. By the end of March at the latest, turn in a brief prospectus (no more than one page) in which you describe the phenomenon you are studying, cite the main source(s) you are consulting, and suggest why it's interesting or where your investigations might lead. I expect the final research paper to be in the range of 12-15 pages. I don't care about single or double spacing. It should have a short introduction setting out the problem, why it's interesting, and what the proposal is, and it should have a conclusion summarising these points as well. Further details about format and organisation will be discussed at the end of class on April 15-17. In terms of substance, the paper should deal with some relatively modest phonological problem, appropriate to the length and scope of the project. The area of phonology addressed doesn't really matter, as long as you feel comfortable with it. But you should make use, as much as possible, of the analytic and descriptive techniques and theoretical ideas introduced in class. The ideal type of a paper, then, would be an OT account of some (prosodic) phenomenon in one or several languages. If you already have a problem in mind, that's great. If you don't, then I suggest spending a little time thumbing through old journals and books in the library or in the Verbatim office. Just about every issue will offer rich material for (re)analysis. A warning: it's very hard to go from raw linguistic data to a good paper in a short time. What this means is that, unless you have a lot of experience, you should probably start with a problem that has already been competently described and perhaps analysed within some more traditional phonological framework.

Assignment of grades: Course grades will be assigned on a distribution that is <u>NOT</u> more restrictive than the one below:

A+ 97-100%	B+ 84-88%	C+ 69-73%	D+ 54-58%
A 93-96%	B 79-83%	C 64-68%	D 50-53%
A– 89-92%	B– 74-78%	C– 59-63%	F 0-49%

If warranted by class performance and exam difficulty, grade cutoffs can be lowered (but not raised) from these levels for any given exam. Course grades will be assigned based on the weighted average of the cutoffs used for the individual exams. **Note:** Grades will be based on per cent scores to one decimal place, with "rounding up" only in the calculation of the final grade.

N.B.: The **undergraduate advisor** for 2008-2009 is Dr. Suzanne Curtin; she can be reached at 220-7670 or 220-3927 or ling.undergrad@ucalgary.ca.

Course content: LING 403 focuses on prosodic phonology, that is, aspects of the sound system "above" the level of segments, such as timing, stress and intonation. Research into the nature and patterning of these phenomena suggests that speech sounds are not just arranged linearly, but are hierarchically organized into prosodic structure: segments into *moras* and *syllables*, syllables into *stress feet*, metrical feet into *phonological words*, phonological words into *phonological phrases*, and phonological phrases into *phonological utterances*. For example, the prosodic structure associated with the utterance 'Too few theoreticians recognize real diversity' might be represented as follows:
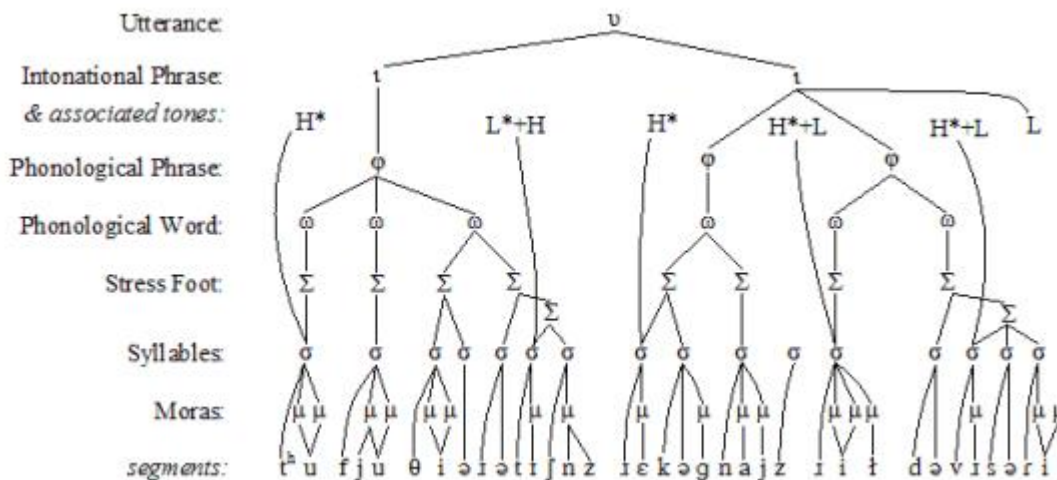
A primary objective of prosodic phonology is to spell out the formal properties of this *prosodic hierarchy*, which contributes to the organizational structure of utterances, hence presumably to the overall efficiency of human language.

In our exploration of prosodic structure, we will adopt the framework of Optimality Theory (OT), the central claims of which are the following:

- All languages have in common *a set of constraints on well-formedness*.
- Languages differ *only in which constraints have priority in case of conflict*.

- Language-particular relative constraint priorities are characterized by a *ranking* of the universal well-formedness constraints into a *dominance hierarchy*, with each constraint having absolute priority over all lower-ranked constraints.
- The grammar of a particular language -its constraint hierarchy- is an evaluator of structural descriptions, assigning a (nonnumerical) *Harmony* value that assesses the degree to which the constraints are met, taking into account the language-particular priorities. This provides the *harmonic ordering of forms*, ordering structural descriptions from maximal to minimal Harmony.
- The grammatical forms of the language are the *optimal* ones: the well-formed structural description of an input is the one with maximal Harmony.

We will examine how OT handles syllabic (including moraic) and metrical structure in particular. We will also investigate the interaction of phonology and morphology, focusing on reduplication and morphological paradigms. We will also reflect on the lexicon in OT, as we explore Stratal OT. Finally, we will briefly consider phonology above the word, that is, phrasal stress and intonation, again from the perspective of OT.

Course schedule:

		read
Jan. 12-16	Goals of linguistic theory, basic concepts of OT; examples of constraint interaction, the architecture of an OT grammar, interactions of markedness and faithfulness; lexicon optimization, a factorial typology of markedness and faithfulness	1-48
Jan. 19-23	Introduction to syllable structure, the basic syllable typology, epenthesis and the conflict of well-formedness and faithfulness; Alignment, Generalized Alignment	91-124
Jan. 26-30	The quality of epenthetic segments; Coda conditions, conclusion to syllable structure	124-40
Feb. 2-6	Monday: Assignment 1 due Sonority-based constraints in and across syllables	n/a
Feb. 9, 11	Moraic structure; length in vowels and consonants	n/a
Feb. 13	Library research seminar with Rosvita Vaska, in Information Commons, Room B	n/a

Feb. 15-22	*Reading Week - No classes*	
Feb. 23-27	Introduction to metrical structure, word stress: a general background; Case-study: rhythmic lengthening in Hixkaryana	142-61
Mar. 2-6	Monday: Assignment 2 due A set of metrical constraints; Case-study: rhythmic syncope in Southeastern Tepehuan, conclusion to metrical theory	161-90
Mar. 9-13	Introduction to correspondence in reduplication, reduplicative identity: the constraints; from classical templates to generalized templates, from circumscription to alignment, 'classical' versus OT-based prosodic morphology: conclusions	194-230
Mar. 16-20	Overapplication and underapplication in reduplication, summary of Correspondence Theory	230-52
Mar. 23-27	Monday: Assignment 3 due Introduction to output-to-output correspondence, identity effects in truncation; identity effects in stem-based affixation, the cycle versus base-identity, output-to-output correspondence: conclusions	257-94
Mar. 30-Apr. 3	Introduction to Stratal OT	tba
Apr. 6, 8	More phrasal and postlexical phonology in OT	tba
Apr. 10	*Good Friday, no lecture.*	
Apr. 13-17	Monday: Assignment 4 due Intonational phonology in OT	tba
Apr. 25	Final paper due	

Important information:

1. It is expected that students will attend class.
2. Students are expected at all times to do their own work (see section "Scholastic offenses" in the 2008–2009 Calendar)
3. Assignments must be handed in on time. Missed or late assignments will receive a grade of zero.
4. All exams must be written on scheduled dates, no later, not earlier. An exam can be missed only if valid documentation is provided within one week of the missed test. Valid reasons for missing a test include birth, death, marriage, or serious illness or injury applying to you or a member of your immediate family.
5. Exams and assignments written in pencil cannot be regraded.

Plagiarism and Academic Misconduct

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when

a)   the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

b)   parts of the work are taken form another source without reference to the original author,

c)   the whole work (e.g. an essay) is copied from another source, and/or

d)   a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references by explicitly and clearly noted. Some course assignments call for students to work in groups. Unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.
Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion.
Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

Student's Union Contact Information:

SU VP Academic Phone: 220-3911 and email: suvpaca@ucagary.ca and SU Faculty Rep. Phone: 220-3913 and email: socialscirep@su.ucalgary.ca

Some of the services offered at the Students' Union are:
- Peer Tutor Program
- Student Rights Advisor (Assistance with academic and non academic appeals)
- Teaching Excellence Awards
- Travel and Conference Funding
- Volunteer Services
- Clubs (academic and non academic clubs)
- Campus Food Bank
- Student Legal Assistance
  The SU is also available to all students to address any other academic or non academic questions.