LING 403/W13: Prosodic phonology

Instructor: Darin Flynn
Teaching Assistant: Joey Windsor
Course description: "Phonology II: Recent issues in phonological theory." (Calendar)
Course prerequisite: LING 303
Class time, location: Mondays, Wednesdays & Fridays 1-1:50pm, ST 064
Course website: www.ucalgary.ca/dflynn/403
Office hours: Mondays 2-3pm, SS 806 (Darin); Thursdays 10-11am, SS 808 (Joey)
Telephone: Department: 403-220-5469; Darin: 403-220-6110; Joey: 403-210-6534
E-mail: Darin: dflynn@ucalgary.ca; Joey: jwwindso@ucalgary.ca
Fax: 403-282-3880 (perhaps if you need to fax a doctor's note? But please don't fax assignments...)

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

- **Assignments:** A link to each assignment will be posted in the schedule section of the website about 10 days before its due date. But make sure to get started on each assignment at least a few days before it's due. All must be submitted electronically (preferably **pdf** or **Word** document) by midnight of the due date to Joey (see email address above). 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 and Word 2010 are installed with fonts that have ALL phonetic symbols (**Times New Roman**, **Arial**, etc.). Another good font on PCs for phonetic symbols is **Segoe UI**. Windows' new default fonts, **Calibri** and **Cambria**, as included in Windows 7 and Windows 8, are also IPA-compliant. OS 10.2.3 and higher has a Unicode font called **Lucida Sans Regular** which includes IPA. Locate LucidaSansRegular.ttf and drag it to the Library folder of your user Home directory.

- **Text:** *Optimality Theory*, by René Kager (Cambridge University Press, 1999). The bookstore may have some copies, perhaps used. This text is optional, in the sense that you are strongly encouraged to read it, but my lectures will not follow it closely. Rather, I will used handouts drawn from relevant sections of my *The prosodic structure of English* (in progress). PDF links to these notes will be added regularly to our website: ucalgary.ca/dflynn/403. *N.B.:* Alternative introductions to Optimality Theory include: • Prince, Alan & Paul Smolensky. 1997. Optimality: From neural networks to universal grammar. Science 275. 1604-1610. • McCarthy, John J. 2002. A thematic guide to Optimality Theory. Cambridge, UK: Cambridge University Press. • McCarthy, John J. 2007. What is Optimality Theory? Language and Linguistics Compass 1(4). 260-291. • McCarthy, John J. 2008. Doing Optimality Theory: Applying theory to data. Oxford, UK: Blackwell. There is also an extensive electronic archive at http://roa.rutgers.edu/

- **Grading system:** 4 assignments @ 10% each (due **Jan. 25**, **Feb. 15**, **Mar. 15**, and **Apr. 5**); Class participation 10%; Library research seminar (mid-Feb) 5%; Paper prospectus 5% (see 'research paper' below; deadline: **Mar. 22**); Research paper 40%!! (due **Apr. 19**)

- **Re: Library research seminar:** You must attend a how-to-do-research seminar at the library, scheduled during our regular class time mid-February 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 **March 22** 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 5. (We'll discuss any questions you may have about your paper that day too.) 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 phonological 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 NOT more restrictive than the one below:

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

  If warranted by class performance and exam difficulty, grade cut-offs 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 cut-offs 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.

- **Course content:** LING 403 focuses on prosodic phonology, that is, aspects of the sound system "above" the level of speech sounds, 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: speech sounds into *moras* and *syllables*, syllables into *stress feet*, metrical feet into *phonological words*, phonological words into *phonological phrases*, and phonological phrases into *phonological utterances*.

  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 bya *ranking* of the universal well-formedness constraints into a *dominance hierarchy*, with each constraint having absolute priority over alllower-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 prosodic structure in general. We will also consider the interaction of prosodic phonology with other aspects of the grammar: phonetics, morphology, and (to a lesser extent) syntax. Of particular interest will be how how prosodic structure is realized in the phonetic component of grammar, and how it is referenced by morphology (prosodic morphology, morphological paradigms, and the lexicon more generally). Most data and examples will be from English, our shared language.

Course schedule:

Jan. 9 – 14	**Introduction to OT: markedness and generalized correspondence**
Jan. 16 – Feb. 15	**rts, μs & σs in grammar** N.B.: Jan. 25: **Assignment 1 due**
Feb. 17 – 24	*Reading Week - No classes*

Feb. 25 – Mar. 29	**Σs & ωs in grammar**
	
	 N.B.: - Feb. 15: **Assignment 2 due**
	
	     - Mar. 22: **deadline for research prospectus**
	
	     - Mar. 15: **Assignment 3 due**

Mar. 29	*Good Friday - University closed*
Apr. 1 – 15	**ɸs & ιs in grammar** N.B.: Apr. 5: **Assignment 4 due.** On this day, pease bring any questions you may have about your final paper (including format and organization), for class discussion.
Apr. 19	**Final paper due**

Important information:
- It is expected that students will attend class.
- Students are expected at all times to do their own work (see section "Scholastic offenses" in the 2012–2013 Calendar).
- Assignments must be handed in on time. Missed or late assignments will receive a zero grade.
- 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.
- Exams and assignments written in pencil cannot be re-graded.

LINGUISTICS STUDENT ADVISING
For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

- o   Undergraduate Advisor - Dr Robert Murray - SS 824 - lingadv@ucalgary.ca
- o   Graduate Program Director - Dr Susanne Carroll - SS 830 - linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION
The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is in the Social Sciences Building, Room 110, or you can contact them on 403-220-3580, by email artsads@ucalgary.ca, or visit their website http://arts.ucalgary.ca/undergraduate/student-support.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is now on the 3rd Floor of the Taylor Family Digital Library, or you can contact them on 403-220-5881, by email success@ucalgary.ca, or visit their website http://www.ucalgary.ca/ssc/.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the Lobby of the MacKimmie Library Block, you can contact them at 403-210-ROCK [7625] or visit the website: www.ucalgary.ca/registrar.

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)
The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit the website http://www.ucalgary.ca/secretariat/privacy, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email munngafu@ucalgary.ca.

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:
o   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);
o   parts of the work are taken from another source without reference to the original author,;
o   the whole work (e.g. an essay) is copied from another source; and/or
o   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 be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, 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.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar. These can be found at
http://www.ucalgary.ca/pubs/calendar/current/k.html.

EMERGENCY EVACUATION AND ASSEMBLY POINTS
The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and

protection from the elements. Assembly points are also designed to establish a location for information updates:
o   from the emergency responders to the evacuees; and
o   from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: http://www.ucalgary.ca/emergencyplan/assemblypoints
Emergency Instructions: http://www.ucalgary.ca/emergencyplan/node/28

SAFEWALK INFORMATION
Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

o   Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
o   Use the Help Phones (they are not just for emergencies)
o   Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email at safewalk@ucalgary.ca, or visit their website http://www.ucalgary.ca/security/safewalk.

STUDENT REPRESENTATIVE INFORMATION
The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

For students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre on 403-220-6551, by email arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca, or visit their website http://www.su.ucalgary.ca/.

For students in graduate programs, please contact the GSA in the MacEwan Student Centre on 403-220-5997, by email ask@gsa.ucalgary.ca, or visit their website http://www.ucalgary.ca/gsa/.

The Student Ombuds Office is in the Administration Building, Room A166, or you can contact them on 403-220-6420, by email ombuds@ucalgary.ca, or visit their website http://www.ucalgary.ca/provost/students/ombuds.