LING 713/12F

Instructor: Darin Flynn

Course prerequisites: LING 303 & 403, or equivalent

Class time, location: Mondays 9–11:50am, SS 819

Office hours: Thursdays 3:30–4:30pm, SS 806

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

E-mail: dflynn@ucalgary. ca (feel free to email questions)

Assignment of grades: Course grades will be assigned on a distribution that is NOT 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%

Grading system:
4 class presentations of readings (schedule tba) @ 5% each

Class participation 5%
Research prospectus (due October 29) 5%
2 problem sets (due October 15 & November 26) @ 5% each
Book review presentation (November 12) 5%
Book review (due November 19) 20%
Final research presentation (December 3) 5%
Major section of a joint research paper (due December 14) 30%

Re: presentations: I've assigned a couple of articles/chapters to each class. On our first day I'll consult with you about which ones you might present, and when, and I'll give you a final schedule on our second day. Give yourself at least a few days to prepare for your presentation, which should be supported by handouts or overhead-projections or computer-projected slides.

Re: problem sets: These two sets of exercises will be handed out at least ten days in advance and will be due October 15 and November 26, respectively.

Re: class participation: Even days on which you are not presenting, it is important that you not only attend class, but also be an active participant in class discussions by contributing your thoughts, information, or questions. Feel free to make such contributions at any time, as I will not judge you on them —unless they make it obvious that you have not read the assigned readings.

Re: book review: In our very first week, you must choose a book published in 2011 or 2012 on a topic that intersects with phonology and your own personal interests. In the end, your review should be about 8 pages long. It should assess the book's content, merit and style. The goal is to

develop critical and analytical skills, so feel free to add some of your own ideas or relevant data. Another goal is to create a publication item for your CV. In the first two months I will ask you repeatedly about your review, and also ask that you come discuss your progress with me during office hours. On November 12, you will give a class presentation on your review (20 min. max.). The feedback you receive following this presentation should inform the final version, which is due November 19.

Re: research paper: Because we have a small yet diverse class, I would like you to write a joint paper together, on a topic of general interest, chosen together in class. Each of you will be responsible for one aspect that suits your interests and strengths.

Over the next month, we will need to investigate possible research topics and choose one together in the first half of October. By the end of October at the latest, turn in a brief prospectus (no more than one page) in which you describe the subtopic you are investigating, cite the main source(s) you are consulting, and suggest why it's interesting or where your investigations might lead. I expect your written portion of the group project to be in the range of 15-20 pages. On December 3, you will present your research in class. For this presentation you should prepare a brief handout setting out the data and the main analytic or theoretical points. The written version of your report is due December 14. (If the paper goes well, it should eventually result in a joint publication for your CV.)

All written work must be submitted electronically (preferably **pdf** or **Word** document). All phonetic characters must be typed in a well-known phonetic font. On PCs 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, etc.). Windows' new default fonts, Calibri and Cambria, as included in Windows 7, and Segoe UI, as included in 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.

Course content: This course explores recursion in phonology (Hulst 2010). Many researchers entertain recursion at the level of the intonational phrase (ι) (Féry 2010; Hunyadi 2010; Wagner 2010; Selkirk 2011), the phonological phrase (φ) (Gussenhoven 2005; Wagner 2010; Elfner 2011; Ito & Mester 2011), and the prosodic word phonological words (ω) (Ito & Mester 2009a; b; Kabak & Revithiadou 2009; Alderete 2009; Green 2008; Giegerich 2009; Raffelsiefen 2005; Baker 2008). Some also posit recursion at the level of the stress/metrical foot (Σ) (Davis 2009; Flynn 2011; Bermúdez-Otero 2011), and (in lesser known theories) at the level of the syllable (σ) and element/feature. In reviewing the various cases in which recursion is invoked, we will develop a set of criteria to evaluate proposals of recursion.[1]

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[1] The exercise will be quite similar to the one Windsor (2012) just engaged in: he reviewed instances in which zero is invoked in phonology, assessed the validity of the data and argumentation in each case, and suggested the following criteria: (i) Positional variability (the empty element should not be restricted to morpheme-initial/final position solely); (ii) Variably filled (in certain constructions, a given empty element should contain some pronounceable material); (iii) Adjacency effects (an empty element should clearly be recognizable though its effect on neighboring constituents); (iv) Predictive power (an analysis assuming an

Course schedule: tba

> N.B.: Nov. 13   No class – University Closed

Bibliography:

Alderete, John. 2009. Exploring recursivity, stringency and gradience in the Pama-Nyungan stress continuum. In Steve Parker (ed.), *Phonological argumentation: Essays on evidence and motivation*, 181-202. London, UK: Equinox.

Baker, Brett. 2008. *Word structure in Ngalakgan*. Chicago, IL: University of Chicago Press.

Bermúdez-Otero, Ricardo. 2011. Cyclicity. In Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume and Keren Rice (eds.), *The Blackwell companion to phonology*, 2019-2048. Hoboken, NJ: Wiley-Blackwell.

Davis, Stuart. 2009. On the foot-based analysis of aspiration in American English. Paper presented at the *CUNY Conference on the Foot*, New York, NY, Conference Jan. 15-17, 2009.

Elfner, Emily. 2011. *Syntax-prosody interactions in Irish*. Amherst, MA: University of Massachusetts PhD diss.

Féry, Caroline. 2010. Recursion in prosodic structure. *Phonological Studies (Kaitakusha, Tokyo)* 13: 51-60.

Flynn, Darin. 2011. Foot recursion in English. Ms. University of Calgary.

Giegerich, Heinz J. 2009. The English compound stress myth. *Word Structure* 2(1): 1-17.

Green, Antony D. 2008. Coronals and compounding in Irish. *Linguistics* 46(2): 193-213.

Gussenhoven, Carlos. 2005. Procliticized phonological phrases in English: Evidence from rhythm. *Studia Linguistica* 59: 174-193.

Hulst, Harry van der. 2010. A note on recursion in phonology. In Harry van der Hulst (ed.), *Recursion and human language*, 301-342. Berlin, Germany: Mouton de Gruyter.

Hunyadi, László. 2010. Cognitive grouping and recursion in prosody. In Harry van der Hulst (ed.), *Recursion and human language*, 343-370. Berlin, Germany: Mouton de Gruyter.

Ito, Junko, & Armin Mester. 2009a. The onset of the prosodic word. In Steve Parker (ed.), *Phonological argumentation: Essays on evidence and motivation*, 227-260. London, UK: Equinox.

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Ito, Junko, & Armin Mester. 2011. Recursive prosodic phrasing in Japanese. In Toni Borowsky, Shigeto Kawahara, Takahito Shinya and Mariko Sugahara (eds.), *Prosody matters: essays in honor of Elisabeth Selkirk*. London, UK: Equinox.

Kabak, Barış, & Anthi Revithiadou. 2009. An interface approach to prosodic word recursion. In Janet Grijzenhout and Barış Kabak (eds.), *Phonological domains: universals and deviations*, 105-134. Berlin: Mouton de Gruyter.

Raffelsiefen, Renate. 2005. Paradigm uniformity effects versus boundary effects. In Laura J. Downing, T. A. Hall and Renate Raffelsiefen (eds.), *Paradigms in phonological theory*, 211-262. Oxford, UK: Oxford University Press.

Selkirk, Elisabeth. 2011. The syntax-phonology interface. In John Goldsmith, Jason Riggle and Alan C. L. Yu (eds.), *The handbook of phonological theory*, 435-484. Malden, MA: Wiley-Blackwell.

Wagner, Michael. 2010. Prosody and recursion in coordinate structures and beyond. *Natural Language and Linguistic Theory* 28(1): 138-237.

Windsor, Joseph. 2012. *When nothing exists: the role of zero in the prosodic hierarchy*. Calgary, AB: University of Calgary MA thesis.

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empty element must be shown to have more predictability of distribution and/or contrast than other competing analyses not reliant on Ø).

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING
For any questions regarding the Graduate program in linguistics, the organization of your program, or the selection of courses, contact:

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 located in the Social Sciences Building, please contact them by phone 403-220-3580 for their current office location, or email artsads@ucalgary.ca, or visit the website http://arts.ucalgary.ca/undergraduate.

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 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 MacKimmie Library Block, Room 117, or you can contact them on 403-210-ROCK [7625] or visit their website http://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/legalservices/foip/, 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:
1. 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);
2. parts of the work are taken from another source without reference to the original author,;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. 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:

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

For more information, contact the Safewalk main office at 403-220-4750, by email 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, Room MSC 251, 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, Room MSC 350, on 403-220-5997, by email ask@gsa.ucalgary.ca or visit their website http://gsa.ucalgary.ca/

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