Linguistics 800, Phonology (Graduate)

Mon 12:30-2:20, Wed 12:30-1:20 PM - REMOTE

Contact information

Instructor:John AldereteOffice:8117 Robert C. Brown BuildingEmail:alderete@sfu.caOffice hours:via Zoom by appointment

Mode of instruction: Blended

During most weeks, we will meet for approximately 2 hours on Mondays, and additional projectbased learning and skills development will occur on Wednesday.

Platform: Zoom and Canvas

Course goals

- <u>Common ground</u>: to provide the graduate student cohort with a common set of tools (descriptive and theoretical) to facilitate research collaboration and understanding
- <u>Introduction in the contemporary phonology</u>: help students "get up to speed" with contemporary phonology; learn core theory and some contemporary issues that drive current debate
- <u>Critical assessment of literature and creative analysis</u>: to develop critical analysis skills so that students can read current literature and build upon it
- <u>Teams</u>: learn how to engage in research as a team
- <u>Skills development</u>: learn a new skill appropriate to the research project (e.g., regression analyses, using OTWorkPlace, MaxEnt grammar toolbox)

Course themes

- <u>Autosegmental phonology</u>: learn theories of feature geometry and how they are used in explaining phonological processes and inventories
- <u>Prosodic phonology</u>: understand how CV structure, moras, syllables and prosodic feet are employed in contemporary phonological analysis
- <u>Optimality Theory</u>: a crash course in OT, demonstrating how to create new analyses and outlining some of the basic results that distinguish it from other theories
- <u>Probabilistic phonology</u>: learn new theories of phonology that either formalize probability or grapple with probability distributions

Useful textbooks and handbooks

Kenstowicz (1994): excellent graduate textbook that covers many of the core issues in autosegmental and prosodic phonology; chapter on features is excellent; great problems.

- Goldsmith (1995) and Goldsmith et al. (2011): excellent core handbooks for phonological theory, with the 2011 second edition updating the earlier version with new chapters on corpora and learnability (online access for 2011 edition)
- Kager (1999): excellent textbook for learning Optimality Theory and also good for specific domains in OT, like reduplication and stress

McCarthy (2002): cogent distillation of the mechanics and results of Optimality Theory

de Lacy (2007): a relatively recent phonology handbook, updated for Optimality Theory

- Oostendorp et al. (2011): great reference for phonology; up-to-date, and covers both specific problem areas and theoretical issues (library has no online access though)
- Language and Linguistic Compass: journal that is a useful repository of focused topics on phonology
- Hannahs and Bosch (2018): recent handbook on phonological theory with chapters on topics that tend to be under-represented, like connectionism and the role of statistics in phonology

Assignments

<u>Article presentations (individual) 20%</u>: each student will give three presentations of articles we either read as a group, or that their team reads as part of their research project (later in the course); content of the presentation should involve a short summary and critical assessment of the results (see the article review)

<u>Article reviews (individual) 40%</u>: you will write four reviews, typically related to your research project; each review should have a one-page summary, and then approximately two pages of critical analysis and exploration of the predictions of the article; evaluated chiefly on the quality of the critical analysis; see website for models and "how to" guides

<u>Embedded training exercise (individual) 10%</u>: each research project will involve data collection and analysis; each team will engage in about a week of training (guided by the instructor) to be sure they have the requisite skills for their project; examples include learning how to use OTWorkPlace to construct a factorial typology, or learning the appropriate statistical analyses for describing and analyzing probabilistic patterns

Final project paper (team) 20%: write-up of final results, roughly 10 pages single space, with 2-3 pages of references

<u>Final project poster (team) 10%</u>: assemble your research question, data and methods, and results in a poster for the department poster session

Project planning (all dates are tentative)

Week 1 (Jan 11, 13). Forming a team Ice-breaker exercise, match up skills and interests, form official groups

Weeks 2-3 (Jan. 18-27). Finding a problem worth pursuing Small-group discussion over two weeks, explore common problems in first batch of reviews

Weeks 4-5 (Feb. 1-10). Making a project plan Establish research objectives, data collection/acquisition, methods needed, anticipated outcomes

Week 6 (Feb. 22-24). Learning a new skill Spend some time learning (or refreshing) as a group the skills needed to complete project plan

Weeks 7-9 (Mar. 1-10). Applying skill to the project plan – interim results Use new skills to collect and analyze all data, present results

Week 10 (Mar. 24). Rough draft due First draft of project report; send to all members and instructor

Week 13 (Apr. 12). Final draft due Final write-up due, poster presentation (dated TBA)

Schedule and readings

Week 1. Jan. 11 13: First Phonology Toolbox, Probabilistic phonology Reading: chapter 2 of Kenstowicz (1994), Alderete and Finley (2020)

Week 2. Jan. 18, 20: Syllable Theory Reading: Blevins (1995), Wilkinson (1988)

Week 3. Jan. 25, 27: Introduction to Optimality Theory Reading: chapter 2 of Kager (1999), Pater (2001)

Week 4. Feb. 1, 3: Syllables in Optimality Theory Reading: Zec (2007), Levelt et al. (2000)

Week 5. Feb. 8, 10: Moraic phonology Reading: Hayes (1989), Topintzi (2008)

reading week

Week 6. Feb. 22, 24: The prosodic foot Reading: chapter 4 of Hayes (1995), Mester (1990)

Week 7. Mar. 1, 3: Metrical stress in Optimality Theory Reading: Alber (2005), Rosenthall (1997)

Week 8. Mar. 8, 10: Autosegmental phonology Reading: McCarthy (1988), Lombardi (1995)

Week 9. Mar. 15, 17: Dissimilation, similarity, and gradience Reading: Frisch et al. (2004), Coetzee and Pater (2008)

Week 10. Mar. 22, 24: Phonological variation in constraint-based grammar Reading: Coetzee and Pater (2011), Coetzee and Kawahara (2013)

Week 11. Mar. 29, 31: Information-theoretic phonology Reading: Cohen Priva (2015), Currie Hall (2012)

Week 12. Apr. 5, 7: Maximum entropy models Readings: Hayes and Wilson (2008), Goldwater and Johnson (2003)

Week 13. Apr. 12: Exemplar phonology Reading: Wedel (2006), Tupper (2015)

Poster session TBA

References

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