

University of Florida at Gainesville
Linguistics Department, 4131 Turlington Hall

Lin 6341: Phonology 2

Section number 3F47 Class number 27151

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On-line details

Class meetings on Zoom. The zooms are scheduled for Monday, Wednesday, and Friday 9:30-10:30am so you can arrive early/leave late. To join the meeting, use the link: on the Canvas site; contact me directly if you would like to join but are not registered. Note: there will be one F2F meeting, Monday April 12th.

Student/Office Hours: Tuesdays 2:30-3:30pm, Thursdays 4-5 pm via Zoom, use the link: <https://ufl.zoom.us/j/96314722728?pwd=dEQvZzkxeXFyU2FQb1BIUFJPL3QzQT09> or Meeting ID: 963 1472 2728 and Password: 562875
I'm also available by appointment at other times; just email me.

Overview:

This course builds on Phonology 1, extending the Optimality Theory of Prince & Smolensky (1993) to discuss developments including gradual learning and weighted constraints. We examine general issues of markedness, typology and syllable structure, as well as focusing on issues of interest to the students: tone, contrast, second language acquisition, etc. Students will conduct their own research throughout the course, resulting in a research paper.

Prerequisite: Lin 6323 (Phonology 1) or passing the Phonology Comprehensive exams.

Goals: To practice organizing and analyzing data using Optimality Theory,
To engage with original research papers, practice critical reading, verbal discussion, and presentations, and
To learn to do original research in phonology.

Assessment

| | % course grade | points |
|--|----------------|--------|
| Homeworks: due 1/29, 2/15 | 22 | 220 |
| Discussion leader: lead discussions of articles in class (x2) | 20 | 200 |
| Research Paper: 3/5 proposal & readings (~1 page) | 4 | 40 |
| 3/26 Individual consultation | 4 | 40 |
| 4/14-4/21 present your research in progress | 10 | 100 |
| 4/26 paper & abstract due (20 -25 pages) | 30 | 300 |
| Discussion/Participation throughout the course | 10 | 100 |

Grading: 920-1000 = A 890-919 = A- 860-889 = B+ 820-859 = B
790-819 = B- 760-789 = C+ 720-759 = C 690-719 = C-
660-689 = D+ 620-659 = D 580-619 = D- Below 580 = E

UF policy of GPA points/grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Details on Assessments:

Homework assignments: require you to apply OT to a few data-based problems, to ensure that everyone has the basics of doing OT analyses. **Due 1/29 & 2/15, 11% each = 22%**

Discussion leaders lead discussions of articles in two class sessions (see schedule). One set of articles has already been chosen, by me, and you will lead discussion of one from this set; you will choose the second article(s) you present on your own, with my approval. First round: 3/8-3/22, Second round: 3/29-4/12 **10% each = 20%**

Research Paper: Each student will produce an original research paper, intended to be approximately the length and quality of a conference paper (I encourage you to work these into actual conference papers, during or after the course). $4\% + 4\% + 10\% + 30\% = 48\%$

There are several subparts to this assignment.

The first is a **proposal** for your intended research paper, **due 3/5**. I expect approximately one page, stating your general topic, providing a sample of what kind of data you will analyze (or providing the methodology for getting your data), and a short discussion of what issues will be investigated. Feel free to run ideas by me earlier, so that your proposal is likely to be appropriate. You should include at least three or four references; more are welcome. I will return your proposal with comments within a week. Among your references, choose one that you would like to present and indicate that on your proposal. **4%**

Individual consultation: We will make appointments at 10 minute intervals during class time 3/26 to meet Face to Face in Keene-Flint 109 (If we cannot schedule everyone during class-time, we can meet at a separate time that day). During this meeting, you will provide a one-page summary of accomplishments to date so that we can discuss your paper, progress, and needs. There will be no class on 3/26 **4%**

Next is a presentation of a paper related to your research, scheduled for a class date between 3/29-4/12, which counts as the second round of discussion leading above.

Then you will **present your research** paper (as a work in progress) to the class, scheduled for a class date of **4/14 to 4/21**. For the presentation, you should prepare a handout or a powerpoint slide show, as if you were presenting at a conference. Your paper (analysis and/or data) does not need to be complete at this point, but the more developed it is, the better feedback your classmates can provide. Practice so that your presentation will take 20 minutes, leaving about 5 for discussion. **10%**

The **final paper**, due **4/26**, should be approximately 20-25 double-spaced papers, plus a one-page single spaced conference style **abstract**. We will discuss further requirements as the semester proceeds. **30%**

Discussion/Participation throughout the course. You are expected to read all the assignment readings, and come to class informed and prepared to discuss the topic of the day. Absences, lack of participation, or repeated tardiness will result in a lower grade. **10%**

Recommended: Attend Conference & Job Talks: in addition to the usual seminars, there will be several job talks for our computational search (which may even include phonology). UF will be hosting the Annual Conference on African Linguistics in April, and that usually includes talks on phonology (see <https://lin.ufl.edu/51st-52nd-annual-conference-on-african-linguistics/>) I'll share more information as I get it.

Course & UF Policies

Attendance: If you miss a class, be sure to review the recorded zoom meetings, powerpoints, handouts, and any other material posted on-line for that class. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you are sick and expect to miss deadlines, please do contact me as soon as possible. If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus \(Links to an external site.\)](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms \(Links to an external site.\)](#).

Privacy: Our class sessions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy on working together: You are welcome to work together on homework, in preparing your presentations and finding readings. Anything you turn in should be written independently. You can and should discuss your research papers with each other, but again, the work you submit for a grade should be yours (except where proper citations are supplied of course!). Remember you are bound by the UF honor pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is expected that all students will adhere to the full Honor code and academic honesty guidelines available at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Late Policy: Let me know as soon as you realize you will be unable to meet a deadline. Assignments are due at the beginning of class on the date listed, and you may always turn them in early. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Cell Phone Policy: Cell phones should be switched to silent or vibrate before class. If you attend F2F and need to leave it on for a specific class (because of a family medical emergency, for example) please notify me before class and sit near the door.

COVID & Mask Policy: For the F2F meeting, you must have “cleared” status in One.UF and wear masks in the classroom at all times.

Accommodations for students with disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Health and Wellness: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a U Matter We Care team member can reach out to the student in distress. If you would like online training in recognizing signs of psychological distress and helping your peers, check out the online training for students at: <https://counseling.ufl.edu/resources/kognito/>

Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in such a manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Readings

Textbooks (Chapters posted on Canvas):

- Kager**, René. 1999. *Optimality Theory*. Cambridge Textbooks in Linguistics. Chapters 1,2, 3 & 6 posted as pdfs on Canvas.
- Peng**, Long. 2013. *Analyzing Sound Patterns: An Introduction to Phonology*. Cambridge University Press. Chapters 15 & 16 on Yoruba tone asymmetry (posted on Canvas).

Other Readings already scheduled (posted on Canvas)

Week 6: OT Developments: Learning, Weighted Constraints, and MaxEnt

- 2/15** **Boersma**, Paul and Bruce **Hayes**, 2001, “Empirical Tests of the Gradual Learning Algorithm”, *Linguistic Inquiry* 32: 45-86.
- 2/17** **Pater**, Joe. 2009. Weighted constraints in Generative Linguistics. *Cognitive Science* 33.999-1035. DOI: 10.1111/j.1551-6709.2009.01047.x
- 2/19** **Hayes**, Bruce, and James **White**. 2013. "Phonological naturalness and phonotactic learning." *Linguistic inquiry* 44.1: 45-75. Stable url: <https://www.jstor.org/stable/23358088>

Week 7: Phonetics in Phonology

- 2/22 M** Steriade, Donca. 2001. The Phonology of Perceptibility Effects: the P-map and its consequences for constraint organization. I posted on Canvas the MS on her website (<http://web.mit.edu/linguistics/people/faculty/steriade/publications.html>)
- 2/24 W** Flemming, Edward. 2017. "Dispersion theory and phonology." In *Oxford Research Encyclopedia of Linguistics*.
<https://doi.org/10.1093/acrefore/9780199384655.013.110>

Week 8: Second Language Acquisition:

- 3/1 M** Broselow, Ellen, Su-I. Chen & Chilin Wang. 1998. "The Emergence of the Unmarked in Second Language Phonology". *Studies in second language acquisition*, pp.261-280.
- 3/3 W** Hancin-Bhatt, Barbara. 2008. Second language phonology in optimality theory. *Phonology and second language acquisition*: 117-146.

Weeks 9-10-11M: Your choice of presentations (3/8, 3/10, 3/12, 3/15, 3/17, 3/19, 3/22)

Discussion Readings: For each, one person will be responsible for presenting the articles' main points and leading the discussion with the class for one class period (~45 minutes). These may also require some background research into aspects of OT not covered in Kager, Peng, or in class. The discussion leader may present this background material as well, while the rest of the class should read and be ready to discuss the articles (these are or will be posted on Canvas). I will ask you to choose which articles to present during week 9-11 from the list below.

Later, you will present one article you find (3/29-4/12), ideally one that will be useful in your research paper. Let me know your choice first (on your proposal) in case I have any objections or suggestions for background/related reading, and send me a copy so I can post it.

- Braver, Aaron.** 2019. Modelling incomplete neutralisation with weighted phonetic constraints. *Phonology* 36.1: 1-36. (Contrast, Japanese, paradigm constraints, weighting)
- DeLacy, Paul.** 2002. The Interaction of Tone and Stress in Optimality Theory. *Phonology* 19.1: 1-32. (tone & stress)
- Escudero, Paula & Paul Boersma.** 2004. Bridging the gap between L2 Speech Perception Research and Phonological Theory. *Studies in Second Language Acquisition*. 26: 551-585. (SLA, perception)
- Fikkert, Paula.** 2010. Developing representations and the emergence of phonology: Evidence from perception and production." *Laboratory phonology* 10.4: 227-255. (1st Lang Acq)
- Gafos, Adamantios.** 2003. Greenberg's Asymmetry in Arabic: A Consequence of Stems in Paradigms. *Language* 79: 317-355. (Interactions with morphology)
- Hirschberg, Julia.** 2004. "Pragmatics and intonation." *The handbook of pragmatics*: 515-537. (Intonation)
- Pulleyblank, Douglas.** 2008. "Yoruba vowel patterns: asymmetries through phonological competition." *Explorations into Language Use in Africa*. (vowels, representations, constraint interaction/typology)
- Peng, Long & Jean Ann.** 2004 "Obstruent voicing and devoicing in the English of Cantonese speakers from Hong Kong". *World Englishes* 23.4 (2004): 535-564. (SLA in OT, GLA)

Optional Additional Reading for getting started on your papers

The Cambridge Handbook of Phonology. 2007. Paul de Lacy, ed. Cambridge University Press, and the *Handbook of Phonological Theory*. 1995. J. Goldsmith, ed., Blackwell Publishers: These “handbooks” are comprehensive collections of review articles by some of the best phonologists around; I recommend them as a place to get started in your research. The theoretical approaches vary, and most in the Blackwell version are pre-OT, but they discuss the topics that phonology should address so you can get an idea of the issues.

Optimality Theory in Phonology: A Reader. 2004. J. McCarthy, ed., Blackwell Publishing. A more recent collection of articles; many of these cover topics in your Kager book but are written by the original researchers in the area. Some of the articles go beyond what we can cover in class.

Constraints in Phonological Acquisition. 2004. Rene Kager, Joe Pater, and Wim Zonneveld, eds. Cambridge. and *Phonology and Second Language Acquisition*. 2008. Jette Hansen Edwards and Mary Zampini, eds. Benjamins. Both of these are collections of articles of varying quality and relevance.

Some software (freeware) to check out:

OT Help: available at <https://people.umass.edu/othelp/> with a user manual available through the Rutgers archive: ROA 928-1007, Direct link:

<http://roa.rutgers.edu/view.php3?roa=928>

This is a Java-based program that will find a constraint ranking or weighting consistent with the data provided by the user, if a solution exists. It will also find the set of possible languages, given the set of constraints, so that you can explore typological questions.

PRAAT: available at <http://www.fon.hum.uva.nl/praat/>

Although primarily used for phonetic analysis, PRAAT can also run learning programs a la Boersma and Hayes 2001.

Course Details

SPRING 2021

Wiltshire Lin 6341

| Week/Dates | Assignment | | Topic(s) |
|-------------------------------|--|---|--|
| | Reading | HW/Assignment | |
| 1 1/11 M 1/13 W 1/15 F | Syllabus Kager Ch. 1 | | Overview Review Optimality Theory |
| 2 1/18 M 1/20 W 1/22 F | No Class Kager Ch. 2 | | Typology: *NC effects |
| 3 1/25 M 1/27 W 1/29 F | Kager Ch. 3 | HW 1 (due 1/29) | Syllables |
| 4 2/1 M 2/3 W 2/5 F | Peng: Ch 15 Peng: Ch 16 | | Yoruba Tone: derivational Yoruba Tone: OT |
| 5 2/8 M 2/10 W 2/12 F | Kager Ch. 6 | | Output-Output and Morphology-Phonology Critical Reading/Research |
| 6 2/15 M 2/17 W 2/19 F | Boersma & Hayes 2001 Pater 2009 Hayes & White 2013 | HW 2 (due 2/15) | OT developments: Learning, Weighting, & MaxEnt |
| 7 2/22 M 2/24 W 2/26 F | Steriade 2001 Flemming 2017 | | Phonetics in Phonology |
| 8 3/1 M 3/3 W 3/5 F | Broselow et al 1998 Hancin-Bhatt 2008. | Your Proposals | SLA |
| 9 3/8 M 3/10 W 3/12 F | 1. Choose from list 2. 3. | Presentations of articles from my list | |
| 10 3/15 M 3/17 W 3/19 F | 4. 5. 6. | | |
| 11 3/22 M 3/24 W 3/26 F | 7. No Class day 8-10 mins each | Mon: Individual Consults | Meet F2F in Flint 109 |
| 12 3/29 M 3/31 W 4/2 F | 1. 2. 3. | Presentations of articles related to your research | |
| 13 4/5 M 4/7 W 4/9 F | 4. 5. 6. | | |
| 14 4/12 M 4/14 W 4/16 F | 7. 2 presentations 2 presentations | Presentation of your research @20 mins | |
| 15 4/19 M 4/21 W | 2 presentations 1 presentation | | Summary & look ahead |
| 16 4/26 M | final paper due noon | in Canvas; always welcome earlier! | |

