University of Florida at Gainesville
Linguistics Department, 4131 Turlington Hall

Lin 6341: Phonology 2
Originally MWF 2nd (8:30-9:20am) MAT 113 (likely to change!)

Professor: **Caroline Wiltshire**   Turlington 4123
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Student/Office Hours: Time set aside for meeting with students from my classes – you can drop in without an appointment. For the first week it will be: **Tues 3-4:15pm** (Zoom only), **Thurs 3:30-4:45pm** (office or Zoom)
Zoom link: https://ufl.zoom.us/j/96352977863?pwd=ekhlb1U4UDY3YnN1SWIyRTJnaU9uUT09
         Meeting ID: 963 5297 7863   Passcode: 897742
I may well reschedule after we decide on the schedule for this class.
I'm also available by appointment at other times; to ask questions or make an appointment: please email me directly at wiltshir@ufl.edu anytime

Overview:
This course builds on Phonology 1, extending the Optimality Theory of Prince & Smolensky (1993) to discuss developments including output-output constraints, 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, and relationships with phonetics and perception. 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 **1/27, 2/10**	20	200
Discussion leader: lead discussions of articles in class (x2)	20	200
Research Paper: 3/5 proposal & readings (~1 page)	5	50
3/26 Individual consultation	5	50
4/17-4/26 present your research in progress	10	100
5/5 paper & abstract due (20 -25 pages)	30	300
Discussion/Participation throughout the course	10	100

Grading:

930-1000 = A	900-929 = A-	870-899 = B+	830-869 = B
800-829 = B-	770-799 = C+	730-769 = C	700-729 = C-
670-699 = D+	630-669 = D	600-629 = D-	Below 599 = 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 1/27 & 2/10, 10% each = 20%**

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: 2/27-3/24(ish); Second round: 3/27-4/12 (ish) **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).   5% + 5% + 10% + 30% = **50%**
There are several subparts to this assignment.
The first is a **proposal** for your intended research paper, **due 3/3.** 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. Submit a copy I can post on Canvas for the class   **5%**
Individual consultation: We will make appointments for 10 minute meetings weeks 10-11 **(3/20-3/31).** One class hour will be used for this, plus we'll make appointments for the extra students. During the meeting, you will provide a 1-page summary of progress to date so that we can discuss your paper, progress, and needs.   **5%**
Next is a presentation of a paper related to your research, scheduled for a class date between **3/27-4/14**, 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 **4/17 to 4/26.** 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 **5/5**, 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).

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 5: OT Developments: Learning, Weighted Constraints, and MaxEnt
Boersma, Paul and Bruce **Hayes**, 2001, "Empirical Tests of the Gradual Learning Algorithm",
       Linguistic Inquiry 32: 45-86.
Pater, Joe. 2009. Weighted constraints in Generative Linguistics.   *Cognitive Science*
       33.999-1035. DOI: 10.1111/j.1551-6709.2009.01047.x
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 6: Phonetics in Phonology
Steriade, Donca. 2001a. 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)
Steriade, Donca. 2001b. Directional asymmetries in place assimilation: a perceptual account.
       in E. Hume and K. Johnson, eds. *Perception in Phonology*. Academic Press.
Flemming, Edward. 2017. "Dispersion theory and phonology." In *Oxford Research*
       Encyclopedia of Linguistics.https://doi.org/10.1093/acrefore/9780199384655.013.110

Week 7: Second Language Acquisition
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.
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)

Weeks 8-9-10: Your choice of articles to present (Also posted on Canvas)
Discussion Readings: For each, one person will be responsible for presenting the articles'
main points and leading the discussion with the class for approximately 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 from the following list,
although if you want to propose an alternative by February 1st, I will consider 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)

Gafos, Adamantios. 2003. Greenberg's Asymmetry in Arabic: A Consequence of Stems in Paradigms. *Language* 79: 317-355. (Interactions with morphology)

Katz, Johan. 2021. Intervocalic lenition is not phonological: evidence from Campidanese Sardinian. *Phonology* 38: 651-692.

Durvasula, Karthik, Mohammed Qasem **Ruthan**, Sarah **Heidenreich**, & Yen-Hwei **Lin**. 2021. Probing syllable structure through acoustic measurements: case studies on American English and Jazani Arabic. *Phonology* 38: 173-202.

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)

Shaw, Jason A., Sejin **Oh,** Karthik **Durvasula, &** Alexei **Kochetov.** 2021. Articulatory coordination distinguishes complex segments from segment sequences. *Phonology* 38: 437-477.

Weiner, Seth **&** Rory **Turnbull.** 2016. Constraints of Tones, Vowels and Consonants on Lexical Selection in Mandarin Chinese. **Language and Speech** 59(1): 59-82.

Weeks 11-12-13 (3/27-4/12) You will present one article you find, 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.

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, and others: 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. A collection of articles, many of which 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.   If 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 & UF Policies

Attendance: If you miss a class, be sure to review the 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 or test positive for COVID-19 or the flu, please follow UF and/or your doctor's guidance whether you are able to attend class. You are welcome to wear a mask any time.

Privacy: If any class sessions are conducted over zoom, these 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.

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/.

Course Details SPRING 2023 **Wiltshire Lin 6341**

Week/Dates	Assignment		Topic(s)
	Reading	HW/Assignment	
1 1/09 M 1/10-13	Syllabus Kager Ch. 1 (all), 2 (pp. 52-74)		Overview & Scheduling Review OT, Typology: *NC effects
2 1/17-20	Kager Ch. 2, 3		Typology, Syllables
3 1/23-27	Peng: Ch 15 & Ch 16	**HW 1 (due 1/27)**	Yoruba Tone: Derivations & OT
4 1/20-2/3	Kager Ch. 6		O-O & Morphology-Phonology Critical Reading/Research/Abstracts
5 2/6-10	Boersma & Hayes 2001 Pater 2009, Hayes &White 2013	**HW 2 (due 2/10)**	OT developments: Learning, Weighting, & MaxEnt
6 2/13-17	Steriade 2001a,b, Flemming 2017	**Schedule Pres 1**	Phonetics in Phonology: PMap, Perception
7 2/20-24	Broselow et al 1998; Escudero & Boersma 2004		SLA Production & Perception
8 2/27-3/3	Article from list (1,2,3)	Presentation1 of articles Your Proposals (due 3/3)	
9 3/6-3/10	Articles from list (4,5,6)	Presentation1 of articles	
3/11-3/19	Your choice		Spring Break
10 3/20-24	Articles from list (7,8)	Presentation1 of articles **Individual Consultations**	
11 3/27-3/31	Your articles (1,2,3)	Presentation2 of articles	Topics related to your research
12 4/3-7	Your articles (4,5,6)	Presentation2 of articles	Topics related to your research
13 4/10-14	Your articles (7,8)	Presentation2 of articles	Topics related to your research
14 4/17-21	6 presentations	Presentation3 of your research @20 mins	Your research
15 4/24-26	2 presentations	Presentation3 of your research @20 mins	Your research Summary & look ahead
16 5/5	**Final paper due 9:30am**	in Canvas; always welcome earlier!	