

University of Florida at Gainesville
Linguistics Department
4131 Turlington Hall

Lin 6341-1F95
Phonology 2
Spring 2016: MWF 5th period (11:45-12:35am)
Turlington 2341

Professor Caroline Wiltshire

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Student/Office Hours: Mondays, Wednesdays, Fridays 10:40-11:25 am
and by appointment

Overview:

This course reviews some of the classic problems of phonology in terms of the current theoretical tools proposed for solving them. We will focus on the Optimality Theory of Prince and Smolensky (1993), and examine general issues of markedness, typology, syllable structure, metrical phonology, reduplication, and learnability, as well as focusing on issues involving two or more language phonologies: contact, borrowing, and Second Language acquisition. We will briefly review Optimality Theory in general, and investigate specific aspects as necessary for specific phenomena as they arise during the semester. Students will conduct their own research throughout the course, resulting in a research paper using OT.

Prerequisite: Lin 6323 (Phonology)

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

Hence the following assessment tools:

Assessment	% of course grade
Homeworks: due 1/22, 2/12	20
Discussion leader: lead discussions of articles in class (twice)	20
Research Paper: 2/24 proposal & readings (~1 page)	5
3/25-4/1 Individual consultation	
4/11-20 present your paper as a work in progress (likely 30-40 minutes presentation)	10
4/29 paper & abstract due (20 -25 pages)	35
Discussion/Participation throughout the course	10

Grading:	92-100 = A	89-91.9 = A-	86-88.9 = B+	82-85.9 = B
	79-81.9 = B-	76-78.9 = C+	72-75.9 = C	69-71.9 = C-
	66-68.9 = D+	62-65.9 = D	58-61.9 = D-	Below 58 = E

UF's policy of GPA points for grades:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Details on Assessments:

Homework assignments: will require you to apply Optimality Theory to a few data-based problems, to ensure that everyone has the basics for doing an OT analysis.

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Due 1/22 & 2/12, 10% each = 20%

Discussion leaders lead discussions of articles in two class sections (see readings/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.

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See syllabus for dates, **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% + 10% + 35% = 50%**

There are several subparts to this assignment.

The first is a **proposal** for your intended research paper, **due 2/24**. 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. You should include at least three or four references; more are welcome. I ask for this on 2/24 so that I can return your proposal with comments before spring break. Feel free to run ideas by me earlier, so that your proposal on 2/24 is likely to be appropriate. Among your references, choose one that you would like to present and indicate that on your proposal. **5%**

Individual consultation: 3/25-4/1 I expect you to make an appointment with me, whether during class times on 3/25 or 3/28, or outside of class, so that we can discuss your paper, progress, and needs. There will be no class on 3/25 or 3/28.

Next is a presentation of your research paper to the class, scheduled for a class date **between 4/11 and 4/20**. 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 and discussion of it will take 30-40 minutes. **10%**

The **final paper**, due **4/29**, 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. **35%**

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 Talks: in addition to the usual Thursday seminars, there are several conferences this spring at which there should be presentations about or related to phonology, two at UF and one in Miami. The UF ones are the 8th Annual Interdisciplinary Conference on Hispanic Linguistics, Literatures, and Cultures Feb. 20th, and the 29th Annual CUNY Conference on Human Sentence Processing March 3-5. In Miami will be FLing 2016 and in conjunction with FLYM, March 9-12(ish). I'll share more information as I get it.

General:

For the Student Honor Code and Student Conduct code, please visit the Dean of Students Office of Judicial Affairs: <http://www.dso.ufl.edu/judicial/>

Remember you are bound by the UF honor code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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."*

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!).

Late Policy: No late assignments unless you receive permission before the due date. 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. 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 off before class. If you need to leave it on for a specific class (because of a family medical emergency, for example) please notify me before class.

Accommodations for students with disabilities: Students with disabilities requesting accommodations must first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available at: <https://evaluations.ufl.edu/results>

Readings/Schedule**Required Reading:**

Kager, René. 1999. *Optimality Theory*. Cambridge Textbooks in Linguistics.

Discussion Readings:

For each, one person (sometimes the professor) 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 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.

The articles published in journals are generally accessible electronically through the library (www.uflib.ufl.edu) although I will also try to post them to the e-learning site. You will choose which articles to present during week 6-7 from the list below, and you will present one article you choose (3/30-4/8), likely one that will be useful in your research paper. You will let me know your choice first (on your proposal) in case I have any objections or suggestions for background/related reading.

Phonetics in Phonology

2/8 Donca Steriade, 2001. The Phonology of Perceptibility Effects: the P-map and its consequences for constraint organization. MS from her website (<http://web.mit.edu/linguistics/people/faculty/steriade/publications.html>)

Readings for Student Presentations: Weeks 6(Reduplication)-7(Borrowing)

- 2/10** Musa, Rebecca Ishaku, and Abdel Rahman Mitib Altakhaineh. 2015 "An Application of Optimality Theory (OT) on Syllable Structure within Reduplication in Hausa Spoken in Kano." *International Journal of English Language and Linguistics Research* Vol.3, No.1, pp.37-49:
<http://www.eajournals.org/wp-content/uploads/An-Application-of-Optimality-Theory-OT-on-Syllable-Structure-within-Reduplication-in-Hausa-Spoken-in-Kano1.pdf>
- 2/12** Rose, Sharon. 2012. "Multiple correspondence in reduplication." *Annual Meeting of the Berkeley Linguistics Society*. Vol. 23. No. 1. 2012.
<http://journals.linguisticsociety.org/proceedings/index.php/BLS/article/viewFile/1278/1062>
- 2/15** LaCharité, Darlene & Carole Paradis. 2005. Category preservation and proximity versus phonetic approximation in loanword adaptation. *Linguistic Inquiry* 36(2): 223-258.
<http://www.jstor.org/stable/10.2307/4179319?origin=api>
- 2/17** Kenstowicz, Michael. 2006. Saliency and similarity in loanword adaptation: a case study from Fijian. *Language Sciences* 29: 316-340.
<http://www.sciencedirect.com/science/article/pii/S0388000106000933>
- 2/19** Peperkamp, Sharon. 2005. A psycholinguistic theory of loanword adaptation. *BLS* 30.
<http://www.elanguage.net/journals/index.php/bls/article/viewFile/820/708>
- Vendelin, Inga & Sharon Peperkamp. 2006. The influence of orthography on loanword adaptation. *Lingua* 116: 996-1007.
<http://www.sciencedirect.com/science/article/pii/S0024384105001038>

Learning and Weighted Constraints, Week 9

3/9 Pater, Joe. 2009. Weighted constraints in Generative Linguistics. *Cognitive Science* 33.999-1035. DOI: 10.1111/j.1551-6709.2009.01047.x

background if you're interested: Paul Boersma and Bruce Hayes, 2001, "Empirical Tests of the Gradual Learning Algorithm", *Linguistic Inquiry* 32: 45-86. also available via: <http://www.linguistics.ucla.edu/people/hayes/GLA/>

Second Language Acquisition: Week 10

- 3/14 Broselow, Ellen, Su-I Chen and Chilin Wang. 1998. "The Emergence of the Unmarked in Second Language Phonology," *Studies in Second Language Acquisition*, vol 20: 261-280.
- 3/16 Peng, Long & Jean Ann. 2004. "Obstruent voicing and devoicing in the English of Cantonese speakers from Hong Kong," *World Englishes*, vol 23: 535-565.
- 3/16 Lombardi, Linda. 2003. "Second language data and constraints on Manner: explaining substitutions for the English interdental", *Second Language Research* 19:225-250.
- 3/18 Escudero, Paula & Paul Boersma. 2004. "Bridging the gap between L2 Speech Perception Research and Phonological Theory. *Studies in Second Language Acquisition*. 26: 551-585.

Readings for Week 11 (3/21, 3/23) will be determined based on interests of the class; suggestions welcome!

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 <http://web.linguist.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 2016

Wiltshire Lin 6341

Week/Dates	Assignment		Topic(s)
	Reading	HW/Assignment	
1 1/6 W 1/8 F	Syllabus, Kager Ch. 1		Overview, Review OT Input in OT
2 1/11 M 1/13 W 1/15 F	Kager Ch. 2		Typology: *NC effects
3 1/18 M 1/20 W 1/22 F	Holiday Kager Ch. 3	HW 1 (due 1/22)	MLK, Jr. Day Syllable Structure
4 1/25 M 1/27 W 1/29 F	Kager Ch. 4	Browse the library to begin finding a research topic and paper to present	Metrical Structure
5 2/1 M 2/3 W 2/5 F	Kager Ch. 5		Reduplication
6 2/8 M 2/10 W 2/12 F	Steriade 2001 Readings 1-2	Discussion leaders 1, 2 HW 2 (due 2/12)	Phonetics in Phonology Reduplication Reduplication
7 2/15 M 2/17 W 2/19 F	Readings 3-4-5	Discussion leaders 3, 4, 5	Borrowing Borrowing Borrowing
8 2/22 M 2/24 W 2/26 F	Kager Ch. 6	Your Proposal	Output-Output
2/27-3/6	Spring Break		Your choice
9 3/7 M 3/9 W 3/11 F	Kager Ch. 7 Pater 2009		Learning in OT Weighted Constraints
10 3/14 M 3/16 W 3/18 F	See Reading list	Prepare for individual consultations & presentations	SLA
11 3/21 M 3/23 W 3/25 F	To Be Determined Note: No Class	Individual Consultations	To Be Determined
12 3/28 M 3/30 W 4/1 F	Note: No Class Your article choices 1 Your article choices 2	Individual Consultations Discussion Leaders 1, 2	
13 4/4 M 4/6 W 4/8 F	Your article choices 3 Your article choices 4 Your article choices 5	Discussion Leaders 3,4,5	
14 4/11 M 4/13 W 4/15 F	Your presentations 1 Your presentations 2 Your presentations 3	Presenters 1-3	
15 4/18 M 4/20 W	Your presentations 4 Your presentations 5	Presenters 4-5	
16 4/29 F	final paper due 9:30am	in my office or mailbox; always welcome earlier!	