

University of Florida at Gainesville  
Linguistics Department, 4131 Turlington Hall

## Lin 6341: Phonology 2

Spring 2025: MWF 5th (11:45am-12:35pm MAT051)

**Professor:** **Caroline Wiltshire** Turlington 4123  
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**Web site:** <http://www.clas.ufl.edu/users/wiltshir/> E-learning: <http://elearning.ufl.edu>

**Student/Office Hours:** Time set aside for meeting with students from my classes – you can drop in without an appointment. **Mondays & Wednesdays 10:45-11:30** (F2F in 4123 Turlington), **Thursdays 3:15-4:30** (Zoom only),

**link:** <https://ufl.zoom.us/j/98425766259?pwd=TPLsbJrc5E77CJMIYCRj9jjdgvI6eo.1>

Meeting ID: 984 2576 6259

Passcode: 578112

I'm also available by appointment at other times; to ask questions or make an appointment: please email me directly at [wiltshir@ufl.edu](mailto: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, vowel harmony, sociophonology, 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
<b>Homeworks:</b> due 1/31, 2/14	20	200
<b>Discussion leader:</b> lead discussions of articles in class (x2)	20	200
<b>Research Paper:</b> 2/28 proposal & readings (~1 page)	5	50
4/11 Individual consultation	5	50
4/14-4/21 present your research in progress	10	100
4/29 paper & abstract due (20 -25 pages)	30	300
<b>Discussion/Participation</b> 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 1/31 & 2/14, 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: 3/3-3/24(ish); Second round: 3/26-4/9 (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 2/28**. 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%**

**Next is a presentation** of a paper related to your research, scheduled for a class date between **3/26-4/9**, which counts as the second round of discussion leading above.

**Individual consultation:** We will make appointments for 10 minute meetings week 12 (**4/7-4/11**). Class hour Friday 4/11 will be used for this, plus we'll make appointments for 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%**

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 **4/29**, 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. **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 semantics search (which provides an example of doing a talk, even if there's no phonology involved).

## 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*. 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 & 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. <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 Hume & 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-l. **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:** You choose which articles to present (List next page; 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 (which is intentionally more than enough for the expected class size).

If you want to propose an alternative by February 1<sup>st</sup>, I will happily consider it!

**Weeks 8-9-10 Discussion Readings**

- Berent**, Iris, Donca **Steriade**, Tracy **Lennertz**, & Vered **Vaknin**. 2007. "What we know about what we have never heard: Evidence from perceptual illusions." *Cognition* 104. 3: 591-630. (sonority, syllable onset phonotactics)
- Braver**, Aaron. 2019. Modelling incomplete neutralisation with weighted phonetic constraints. *Phonology* 36.1: -36. (Contrast paradigm constraints, weighting)
- Browman**, Catherine & Louis **Goldstein**. 1992. Articulatory Phonology: An Overview. *Phonetica* 49: 15-180. (articulatory phonology origin)
- DeLacy**, Paul. 2002. The Interaction of Tone and Stress in Optimality Theory. *Phonology* 19.1: 1-32. (tone & stress)
- Durvasula**, K., M. Q. **Ruthan**, S. **Heidenreich**, & Y.-H. **Lin**. 2021. Probing syllable structure through acoustic measurements: case studies on American English and Jazani Arabic. *Phonology* 38: 173-202. (phonetics-phonology interface)
- Esposito**, Christina & Sameer ud **Dowla Khan**. 2019. The cross-linguistic patterns of phonation types. *Language and Linguistics Compass* 2020: 25 pages. (phonation)
- Iskarous**, Khalil & Marianne **Pouplier**. 2022. Advancements of phonetics in the 21<sup>st</sup> century: A critical appraisal of time and space in Articulatory Phonology. *Journal of Phonetics* 95. 28 pages. (articulatory phonology advanced)
- Johnson**, Wyn & David **Britain**. 2007. L-vocalization as a natural phenomenon: explorations in sociophonology. *Language Sciences* 29: 294-315. (sociophonology, historical)
- Kügler**, Frank. 2015. Phonological phrasing and ATR vowel harmony in Akan. *Phonology* 32.1: 177-204. (vowel harmony)
- 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)

**Weeks 10-11-12** 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.

**Additional Resources for getting started on your papers**

There are various publications called something like a "*Handbook of Phonology*", published by various presses (Cambridge, Routledge, Blackwell, etc.) with phonologists as editors. These "handbooks" are large 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 some are early and pre-OT, but they discuss the topics that phonology should address so you can get an idea of the issues.

A couple other (older) resources:

*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. 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 & 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 other work 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 contact me as soon as possible. If you have COVID-19 symptoms or test positive for COVID or the flu, please follow UF and/or your doctor's guidance about attending 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 to and for students who are unable to attend live. Students who participate with their camera engaged or use 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](mailto: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 2025**

**Wiltshire Lin 6341**

<b>Week/Dates</b>	<b>Assignment</b>		<b>Topic(s)</b>
	Reading	HW/Assignment	
1 1/13 M 1/15 W 1/17 F	Syllabus Kager Ch. 1 (all, but skim) Kager Ch 2 (pp. 52-74)		Overview & Scheduling Review OT Typology: *NC effects
2 1/20 M 1/22 W 1/24 F	NO Class Kager Ch. 2 finish, Ch 3 to 3.3 Kager Ch 3 finish		MLKing Day Typology, Syllables Syllables, Alignment
3 1/27 M 1/29 W 1/31 F	Peng: Ch 15 Peng: Ch 16	<b>HW 1 (due 1/31)</b>	Yoruba Tone: Derivation Analysis Yoruba Tone: OT Analysis Analysis comparisons
4 2/3 M 2/5 W 2/7 F	Kager Ch. 6 to 6.3 Kager Ch. 6 to end		O-O: Truncation O-O: The Cycle, Critiques Critical Reading/Research/Abstracts
5 2/10 M 2/12 W 2/14 F	Boersma & Hayes 2001 Pater 2009 Hayes & White 2013	<b>HW 2 (due 2/14)</b>	OT development: Gradience, Learning OT developments: Weighting OT developments: MaxEnt
6 2/17 M 2/19 W 2/21 F	Steriade 2001a Steriade 2001b Flemming 2017	<b>Choices Disc. Lead. 1 (due 2/17)</b>	Phonetics in Phonology: PMaps in OT Phonet/Phonol: PMaps for assimilation Phonet/Phonol: Perception
7 2/24 M 2/26 W 2/28 F	Broselow et al 1998 Escudero & Boersma 2004 (no reading required)	<b>Proposal &amp; Choices DL2 (2/28)</b>	SLA Production: TETU SLA Perception & contrast Another Example of SLA in OT
8-9 3/3-14 MWF	Articles from list 1-6	Disc. Leading 1s: <b>1<sup>st</sup> – 6<sup>th</sup></b>	Topics of Articles on list
-- 3/15-3/23	Your choice	<b>Ind Consult Sched choice (3/15)</b>	Spring Break
10 3/24 M 3/26 W 3/28 F	Article from list 7M Your article 1W, Your article 2F	Disc. Leading 1: <b>7<sup>th</sup></b> Disc. Leading2: <b>1<sup>st</sup></b> Disc. Leading2: <b>2<sup>nd</sup> ResPres Sched</b>	Topics of Article on list Topics related to your research Topics related to your research
11 3/31-4/4	Your articles 3M, 4W, 5F	Disc. Leading2s: <b>3<sup>rd</sup> , 4<sup>th</sup> , 5<sup>th</sup></b>	Topics related to your research
12 4/7-9 MW 4/11 F	Your articles 6M 7W Discuss your research progress	Disc. Leading2s: <b>6<sup>th</sup> , 7<sup>th</sup></b> <b>Individual Consultations (4/11)</b>	Topics related to your research Fri 4/7: No class – just individual appts
13 4/14-18 MWF	6 presentations	<b>Your Research Presentations</b>	Your research: 20-25 mins each
14 4/21 M 4/23 W	1 presentation	<b>Your Research Presentations</b>	Your research Summary & look ahead
16 4/29 Tues	<b>Final paper due 5pm</b>	in Canvas; always welcome earlier!	