

University of Florida at Gainesville  
Linguistics Department  
4131 Turlington Hall

**Lin 6341-5377**  
**Issues in Phonology**  
**Spring 2014: MWF 5<sup>th</sup> period (11:45-12:35am)**  
**Matherly 005**

Professor Caroline Wiltshire

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Office Hours: Mondays & Wednesdays 10:45-11:30am, Thursday 1:15-2:30pm, and by appointment

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E-learning: <http://lss.at.ufl.edu>

**Overview:**

In this course, we will apply the theoretical tools of current phonology primarily to issues involving two or more language phonologies: contact, borrowing, and Second Language acquisition. Students are expected to have a basic familiarity with constraint-based phonological theory. 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
<b>Homework:</b> due 1/24	10
<b>Discussion leader:</b> lead discussions of two articles in class	20
<b>Research Paper:</b> 2/26 proposal (~1 page)	
3/31-4/2 Individual consultation	
4/4-20 present your paper as a work in progress (likely 30-40 minutes presentation)	10
5/2 paper & abstract due (20 -25 pages)	40
<b>Attend Conference Talk &amp; Written Report</b> due by 3/28	10
<b>Discussion/Participation</b> throughout the course	10

<b>Grading:</b>	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 assignment:** This 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. **Due 1/24, 10%**

**Discussion leader** 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 you present on your own, with my approval. **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!).

**There are several subparts to this assignment.**

The first is a **proposal** for your intended research paper, due 2/26. 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 2/26 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 2/26 is likely to be appropriate.

**Individual consultation:** 3/31-4/4 I expect you to make an appointment with me, whether during class times on 3/31, or outside of class, so that we can discuss your paper, progress, and needs.

**Next is a presentation** of your research paper to the class, scheduled for a class date between 4/2 and 4/23. 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 5/2, 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. **40%**

**Attend Conference Talk-Written Report:** there are two conferences this spring, one at UF and one in St. Petersburg, featuring several phonology talks which you should be able to attend. The UF one, the Arabic Linguistics Symposium, runs from Thursday March 15-Saturday March 17<sup>th</sup>, and its website is at: <http://www.clas.ufl.edu/users/yah/ALS28.shtml>. The St. Petersburg, FL, conference is the Florida Linguistics Yearly Meeting conference, held at Eckerd College this year from March 22-23, has its website at <http://www.tampalinguistics.org/>. We will not have class on Friday, March 14<sup>th</sup>, to make up for the time you'll spend at the talk and to allow you to go to the Arabic Linguistic Symposium. For one phonology talk, write up a two-page review: the first page should summarize the talk and the second should critique its content. We'll discuss this assignment in class before the first conference. **10%**

**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. Unexcused absences or repeated tardiness will result in a lower grade. **10%**

**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/discussions, and in evaluating conference presentations. 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 requesting classroom accommodation must first register with the Dean of Students Office: <http://www.dso.ufl.edu/drp/> The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation. If you have any need for modification in seating, testing, or other class requirements, let me know as early in the term as possible so arrangements can be made.

**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>

**Recommended Reading:**

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

The entire class will read additional articles (see reading list/schedule); discussion leaders will be responsible for presenting an article and the rest of the class should be ready to discuss them.

**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 user's set of constraints, so that you can explore typological questions. I have not tried it myself yet, so let me know if you do!

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.

Lin 6341 1<sup>st</sup>, 2<sup>nd</sup>, etc. readings refer to articles. DL = Discussion leader for that article.

Wiltshire Spring 2014

Week	Dates	Readings	Assignments	Topics
1	1/6, 8, 10	Kager Ch. 1		Overview, Review OT, Practice OT
2	1/13, 15, 17	Kager Ch. 3	Browse the library to begin finding a research topic & paper to present	Syllable structure
3	<b>No Class 1/20</b> 1/22 1/24	Haugen 1950, Broselow 2006	<b>Homework due 1/24</b>	Monday Holiday (MLK) Overview/Background on Borrowing Critical reading & discussions
4	1/27, 29, 31	Readings 1-2-3	<b>DL 1, 2, 3</b>	<b>Borrowing</b>
5	2/3  2/5, 7	Hancin-Bhatt & Bhatt 1997, Broselow, Chen, & Wang 1998 Readings 4-5	<b>DL 4, 5</b>	Overview/Background on SLA  <b>SLA</b>
6	2/10, 12 2/14	Readings 6-7 Cassimjee & Kisseberth 1998	<b>DL 6, 7</b>	<b>SLA</b> Overview/Background on Domains
7	2/17, 19,21	Readings 8-9-10	<b>DL 8, 9,10</b>	<b>Domains &amp; Interactions with Morphology</b>
8	2/24 2/26, 28	Readings 11-12	<b>DL 1,2, Proposal due 2/26</b>	Abstracts and conferences
0	3/1-3/9	Your Choice		<b>Spring Break</b>
9	3/10, 12 <b>No class 14<sup>th</sup></b>	Readings 13-14	<b>DL 2,3</b>	<b>Conf at UF: Arabic Ling Symp March 13-15<sup>th</sup></b>
10	3/17, 19, 21	Reading 15-16-17	<b>DL 3,6,7</b>	<b>Conf in St. Pete: March 22-23<sup>rd</sup></b>
11	3/24,26, 28	Reading 18-19-20	<b>DL 8-9-10</b> <b>Conference report due 3/28</b>	
12	<b>No class 31<sup>st</sup></b> 4/2, 4/4		<b>Individual consultations</b> <b>Presentations</b>	Student Paper presentations start 4/2
13	4/7, 9, 11		“	Student Paper presentations
14	4/14, 16, 18		“	Student Paper presentations
15	4/21, 23		“	Student Paper presentations
16	5/2		<b>Papers due 12 noon</b>	Due in my office (or in my box), but are welcome earlier