

**Linguistics 5102 Laboratory Phonology
Spring 2022**

TR 11:10-12:30 Oxley 122

Instructor: Dr. Becca Morley
morley@ling.osu.edu
310 Oxley Hall
morley.33@osu.edu

Office Hours:

Online by appointment. All you need to do to make an appointment is send me a quick email. Please do.

COVID STATEMENT

The pandemic is still happening. Covid is even more infectious, still deadly in many cases, and terrifying. Our health and safety are the number one priorities. If, at any point, you do not feel safe coming to class, don't. I will provide a zoom alternative throughout the semester. If you think you may be sick, even if it's just a cold, don't come to class. If you are unwell and unable to zoom synchronously, we'll figure out a way for you to make up absences. If you are feeling overwhelmed, depressed, anxious, or panicked, you're not the only one. Please talk to someone, and make use of the campus resources for students. See below.

Course Description:

The course number identifies this class as the second semester of the graduate phonetics series, while the course name indicates that the topic of study is phonology. These apparently conflicting identifiers reflect a reality in which phonetics and phonology are fundamentally intertwined.

In this class, we will start out with an agnostic stance, defining the domain of study broadly as all symbols and operations that lack semantic content, occurring below the level of the morpheme. We will learn to identify specific theoretical predictions within this domain, and assess those predictions using various experimental methods. Over the course of the semester we will assess and re-assess criteria for determining whether a specific phenomenon occurs at the phonetic or phonological level of representation, in what ways that distinction is meaningful, and how representational status could change over time. In doing so, we will draw from research on speech production and perception, learning and classification, and memory and retrieval.

Class Format & Procedures

- This class is discussion based, so it is critical that you both attend and contribute (especially so since the class is so small).
- Classes will be in-person when possible. If you are unable to attend, feeling unwell, or feeling nervous about being around other people, you may also attend via zoom.
- Questions are expected and encouraged. On zoom, you can use the hand-raising function, or enter your question in chat.
- All assignments will be turned in online, and they will be graded and returned to you in the same manner.
- All handouts will be available online. Personally, I prefer paper copies, but I am going to minimize those to limit physical contact. For those of you who can, please bring an internet enabled device so that you can view handouts that way.

Texts:

All reading will be original articles. A bibliography can be found at the end of the syllabus. All articles will be made available online.

Assignments & Grading (percentages subjects to adjustment)

Your grade for this class is calculated from a total of 400 possible points.

Class participation (+ scribe):	5%	20 pts
Short synopses (1 st half):	20%	80 pts
Long synopses (2 nd half):	30%	120 pts
Term Project:	45%	180 pts

- **5%: Class participation:** the usual, plus everyone will serve as a rotating scribe to add notes to a shared document that we will construct over the course of the semester (more details to follow)
- **20%: Short synopses:** for each reading (or readings) from 1/20-2/22 (except when another assignment is due) you will answer a few short questions. These will be **due the day the reading is assigned by 10:30**. Each of these is worth 16 points, and there are 7 total. You can miss 2 of these without penalty (for a total of 5). Template will be available on carmen.
- **30%: Long synopses:** for each reading (or readings) from 2/24-3/31 (except when another assignment is due) I will add some questions to the basic synopsis. These will be **due the day the reading is assigned by 10:30**. Each of these is worth 24 points, and there a total of 7. You can miss 2 of these without penalty (for a total of 5). Template will be available on carmen.
- **45%: Term Project** (worth 180 points): for your final assignment you will submit either an experiment proposal, or analyze data that you have already collected. Either way, the project consists of the following parts, which will be collected sequentially over the course of the semester. See schedule for due dates. I will provide examples/templates for each of these pieces, and more detail on my expectations in subsequent weeks:
 - Proposal Abstract (1 page) 30 pts
 - Annotated Bibliography 30 pts
 - In-class Presentation 60 pts
 - Paper 60 pts

Format of work:

All work should be in pdf form, and submitted online. For the synopses, you can annotate the pdf's I provide you using a tablet or other device if you like. All other work should be word-processed.

You should also make sure you have copies for yourself (either digital or material) with you in class the day assignments are due.

Grading: grades will be assigned using the OSU Standard Scheme for conversion, with A corresponding to 93%, A- to 90%, B+ to 87%, B to 83%, B- to 80%, C+ to 77%, C to 73% C- to 70%, D+ to 67%, and D to 60%. Final grades will be computed with the corresponding ranges, e.g., A: 93%-100%.

Special Considerations & Late Work

- **I do not accept late work as a general rule.** Homework can be turned in early if you know that you will be absent that day. The exceptions to this policy are actual emergencies, health issues, family stuff, and maybe other things if you **let me know about them in advance, or as soon as you know about them.**
- Submitted assignments are always due at the beginning of the class period, unless they are synopses – those should be submitted prior to class start so I have a chance to look at them. **Assignments turned in after class has started are considered late, and will not be accepted.**
- If you miss class, your best bet is asking a classmate for their notes. Follow up with me if there are any questions.

Accommodation

LET ME KNOW NOW – NOT HALFWAY THROUGH THE SEMESTER

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you, or someone you know, is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Ethics

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* (<http://studentconduct.osu.edu>), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct."

Respect

You should treat everyone in this classroom with respect. That means, among other things, using everyone's preferred name and preferred gender pronoun (PGP). You should also be aware of the norms of respectful address for your instructors. Don't use their first names unless you're given explicit permission. If you're not sure whether your instructor has a PhD or not, err on the side of caution; Professor and Doctor are always acceptable. If you *do* know that your instructor has a PhD *do not* use Mr., Mrs., Miss, or even Ms.

Bibliography

- Bagou, O. and Frauenfelder, U.H., 2018. Lexical segmentation in artificial word learning: The effects of converging sublexical cues. *Language and speech*, 61(1), pp.3-30.
- Bailey, P.J. and Summerfield, Q., 1980. Information in speech: observations on the perception of [s]-stop clusters. *Journal of Experimental Psychology: Human Perception and Performance*, 6(3), pp.536-563.
- Boomershine, A., Hall, K.C., Hume, E. and Johnson, K., 2008. The impact of allophony versus contrast on speech perception. In *Contrast in phonology* (pp. 145-172). De Gruyter Mouton.
- Clayards, M., Tanenhaus, M.K., Aslin, R.N. and Jacobs, R.A., 2008. Perception of speech reflects optimal use of probabilistic speech cues. *Cognition*, 108(3), pp.804-809.
- Ernestus, M., Baayen, H. and Schreuder, R., 2002. The recognition of reduced word forms. *Brain and language*, 81(1-3), pp.162-173.
- Fowler, C.A., Shankweiler, D. and Studdert-Kennedy, M., 2016. " Perception of the speech code" revisited: Speech is alphabetic after all. *Psychological Review*, 123(2), pp.125-150.
- Francis, A.L. and Nusbaum, H.C., 1996, October. Paying attention to speaking rate. In *Proceeding of Fourth International Conference on Spoken Language Processing. ICSLP'96* (Vol. 3, pp. 1537-1540). IEEE.
- Francis, A.L., Baldwin, K. and Nusbaum, H.C., 2000. Effects of training on attention to acoustic cues. *Perception & psychophysics*, 62(8), pp.1668-1680.
- Ganong, W.F., 1980. Phonetic categorization in auditory word perception. *Journal of experimental psychology: Human perception and performance*, 6(1), p.110-125.
- Gaskell, M.G. and Marslen-Wilson, W.D., 1996. Phonological variation and inference in lexical access. *Journal of Experimental Psychology: Human perception and performance*, 22(1), p.144-158.

- Gow Jr, D.W. and Im, A.M., 2004. A cross-linguistic examination of assimilation context effects. *Journal of Memory and Language*, 51(2), pp.279-296.
- Houde, J.F. and Jordan, M.I., 2002. Sensorimotor adaptation of speech I.
- Idemaru, K. and Holt, L.L., 2011. Word recognition reflects dimension-based statistical learning. *Journal of Experimental Psychology: Human Perception and Performance*, 37(6), p.1939.
- Jesse, A. and McQueen, J.M., 2011. Positional effects in the lexical retuning of speech perception. *Psychonomic bulletin & review*, 18(5), pp.943-950.
- Keating, P.A., 1998. Word-level phonetic variation in large speech corpora. *ZAS papers in linguistics*, 11, pp.35-50.
- Kraljic, T. and Samuel, A.G., 2011. Perceptual learning evidence for contextually-specific representations. *Cognition*, 121(3), pp.459-465.
- Ladefoged, P., 1980. What are linguistic sounds made of? *Language*, pp.485-502.
- Lau, E.F., Holcomb, P.J. and Kuperberg, G.R., 2013. Dissociating N400 effects of prediction from association in single-word contexts. *Journal of cognitive neuroscience*, 25(3), pp.484-502.
- Lindblom, B., Lubker, J. and Gay, T., 1979. Formant frequencies of some fixed-mandible vowels and a model of speech motor programming by predictive simulation. *Journal of Phonetics*, 7(2), pp.147-161.
- Manuel, S.Y. and Krakow, R.A., 1984. Universal and language particular aspects of vowel-to-vowel coarticulation. *Haskins Laboratories Status Report on Speech Research*, 77(78), pp.69-78.
- Massaro, D.W. and Cohen, M.M., 1983. Phonological context in speech perception. *Perception & psychophysics*, 34(4), pp.338-348.
- McLennan, C.T., Luce, P.A. and Charles-Luce, J., 2002. Representational specificity of lexical form in the perception of spoken words. *Journal of the Acoustical Society of America*, 112(5), p.2359.
- Miller, J.L. and Liberman, A.M., 1979. Some effects of later-occurring information on the perception of stop consonant and semivowel. *Perception & Psychophysics*, 25(6), pp.457-465.

Mitterer, H., Reinisch, E. and McQueen, J.M., 2018. Allophones, not phonemes in spoken-word recognition. *Journal of Memory and Language*, 98, pp.77-92.

Noguchi, M. and Kam, C.L.H., 2018. The emergence of the allophonic perception of unfamiliar speech sounds: The effects of contextual distribution and phonetic naturalness. *Language Learning*, 68(1), pp.147-176.

Ohala, J.J., Riordan, C.J. and Kawasaki, H., 1978. The influence of consonant environment upon identification of transitionless vowels. *The Journal of the Acoustical Society of America*, 64(S1), pp. S18-S18.

Ohala, J.J. and Feder, D., 1994. Listeners' normalization of vowel quality is influenced by 'restored' consonantal context. *Phonetica*, 51(1-3), pp.111-118.

Peperkamp, S., Le Calvez, R., Nadal, J.P. and Dupoux, E., 2006. The acquisition of allophonic rules: Statistical learning with linguistic constraints. *Cognition*, 101(3), pp. B31-B41.

Perkell, J., Matthies, M., Lane, H., Guenther, F., Wilhelms-Tricarico, R., Wozniak, J. and Guidod, P., 1997. Speech motor control: Acoustic goals, saturation effects, auditory feedback and internal models. *Speech communication*, 22(2-3), pp.227-250.

Pickett, J.M. and Decker, L.R., 1960. Time factors in perception of a double consonant. *Language and Speech*, 3(1), pp.11-17.

Price, P.J. and Levitt, A.G., 1983. The relative roles of syntax and prosody in the perception of the/š/-č/distinction. *Language and Speech*, 26(3), pp.291-303.

Repp, B.H., Liberman, A.M., Eccardt, T. and Pesetsky, D., 1978. Perceptual integration of acoustic cues for stop, fricative, and affricate manner. *Journal of Experimental Psychology: Human Perception and Performance*, 4(4), p.621.

Schouten, B., Gerrits, E. and Van Hessen, A., 2003. The end of categorical perception as we know it. *Speech communication*, 41(1), pp.71-80.

Wardrip-Fruin, C., 1982. On the status of temporal cues to phonetic categories: Preceding vowel duration as a cue to voicing in final stop consonants. *The Journal of the Acoustical Society of America*, 71(1), pp.187-195.

Whalen, D.H., Best, C.T. and Irwin, J.R., 1997. Lexical effects in the perception and production of American English /p/ allophones. *Journal of phonetics*, 25(4), pp.501-528.

Week	Date		Topics Readings	Assignments
Week 1	1/11	(T)		
	1/13	(R)	The Classic Model <ul style="list-style-type: none"> • Modular feedforward 	
Week 2	1/18	(T)	Fundamental revisions to the classic model <ul style="list-style-type: none"> • <u>Top down</u> <i>Ganong, W.F. 1980 (16)</i> <i>Massaro & Cohen 1983 (11)</i> 	
	1/20	(R)	<ul style="list-style-type: none"> • <u>Lack of Invariance</u> <i>Keating, P.A., 1998 (18)</i> • <u>Anticipation & feedback</u> <i>Ohala, J.J., Riordan, C.J. and Kawasaki, H., 1978; Ohala, J.J. and Feder, D., 1994 (2)</i> 	
Week 3	1/25	(T)	Phonetic Dimensions <ul style="list-style-type: none"> • <u>Acoustic Trading Relations</u> <i>Bailey, P.J. and Summerfield, Q., 1980 (27)</i> 	
	1/27	(R)	<ul style="list-style-type: none"> • <u>Distributions</u> <i>Francis, A.L., Baldwin, K. and Nusbaum, H.C., 2000 (13)</i> 	
Week 4	2/1	(T)	<i>Idemaru, K. and Holt, L.L., 2011 (41)</i>	SHORT SYNOPSES
	2/3	(R)	<ul style="list-style-type: none"> • <u>Acoustics-Articulation mapping</u> <i>Houde, J.F. and Jordan, M.I., 2002 (16)</i> 	
Week 5	2/8	(T)	<i>Lindblom, B., Lubker, J. and Gay, T., 1979 (14)</i>	
	2/10	(R)	<i>Perkell, J. et al. 1997 (25)</i>	
Week 6	2/15	(T)	Contrast <i>Fowler, C.A., Shankweiler, D. and Studdert-Kennedy, M., 2016 (26)</i>	
	2/17	(R)	<i>Schouten, B., Gerrits, E. and Van Hessen, A., 2003 (10)</i> <i>Manuel, S.Y. and Krakow, R.A., 1984 (10)</i>	
Week	2/22	(T)	<ul style="list-style-type: none"> • <u>Context and Compensation</u> <i>Ernestus, M., Baayen, H. and Schreuder, R., 2002 (11)</i> 	

7			<i>Francis, A.L. and Nusbaum, H.C., 1996 (4)</i>	
	2/24	(R)	<i>Gaskell, M.G. and Marslen-Wilson, W.D., 1996 (15)</i> <i>Pickett, J.M. and Decker, L.R., 1960 (7)</i>	LONG SYNOPSIS
Week 8	3/1	(T)	• <u>Allophony</u> <i>Boomershine, A., Hall, K.C., Hume, E. and Johnson, K., 2008 (27)</i>	
	3/3	(R)	<i>Whalen, D.H., Best, C.T. and Irwin, J.R., 1997 (27)</i>	
Week 9	3/8	(T)	<i>McLennan, C.T., Luce, P.A. and Charles-Luce, J., 2002 (4)</i> <i>Peperkamp, S., Le Calvez, R., Nadal, J.P. and Dupoux, E., 2006 (12)</i>	
	3/10	(R)	<i>Noguchi, M. and Kam, C.L.H., 2018 (30)</i>	Abstract due
SPRING BREAK: MON. 3/14–FRI. 3/18				
Week 10	3/22	(T)	• <u>Segmentation/Parsing</u> <i>Gow Jr, D.W. and Im, A.M., 2004 (18)</i>	
	3/24	(R)	<i>Repp, B.H., Liberman, A.M., Eccardt, T. and Pesetsky, D., 1978 (17)</i> <i>DeLong et al 2005 (5)</i>	
Week 11	3/29	(T)	<i>Bagou, O. and Frauenfelder, U.H., 2018 (28)</i>	
	3/31	(R)	Make up day	Annotated bibliography due
Week 12	4/5	(T)	Student Choice	
	4/7	(R)	Student Choice	
Week 13	4/12	(T)	Student Choice	
	4/14	(R)	Student Choice	
Week 14	4/19	(T)	Student Presentations	
	4/21	(R)	Student Presentations	
Term Paper due 5/2 before midnight.				