

LING 5302: Advanced Phonology

TR 2:20-3:40

Enarson 214

Instructor: Becca Morley

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Office Hours: by appointment (I am delighted to meet with you, and will do everything I can to accommodate your schedule. Just email me!)

Course Description

This class is an in-depth exploration of current theory and practice in phonology. LING 5301 is a prerequisite for this class. Students with comparable background, especially with Optimality Theory, may enroll with the permission of the instructor.

There is no textbook for this course. We will read and discuss original research articles. In addition to those selected by the instructor, each student will choose one article to present in the second half of the semester. Students may select articles pertaining to a particular element of phonological theory, a particular phonological process, a particular language, or a particular methodology that is of interest to them. Selections must be approved by the instructor. All articles will be made available on Carmen.

Student Responsibilities:

Students will be graded on weekly article synopses, their article presentation, and class participation in discussion. Classes will be driven entirely by participant discussion (with the instructor as merely one participant). Therefore, it is absolutely critical that students come prepared to comment on, question, and critique the assigned reading.

One article synopsis is due each week (except for the first). You may pick which of the two readings for that week to write your synopsis on. Synopses should be 1-2 pages in length. They should NOT be summaries of the articles, but rather a concise description of the topic, methodology and findings of the article. They should also include your analysis of the arguments, and make an attempt at placing the reading within the broader phonological literature. See the example synopsis handout. Synopses are due at the end of the class during which the article is discussed. Late work will not be accepted.

Even though you are only required to hand in a synopsis for one of the readings, you are expected to come prepared to discuss all assigned readings. I recommend taking notes as you are reading to help you recall important points.

Grading:

Synopses will be graded on the following scale:

✓ ⁺	✓/✓ ⁺	✓	✓/✓ ⁻	✓ ⁻	-
superlative (don't expect too many of these)	very good	no worries you're on track	fell short of expectations	significant problems below expectations	no credit

You will also receive feedback on content and analysis, as well as writing style and clarity. You are expected to incorporate this feedback into subsequent work, and you will be graded accordingly. Please ask if any of my comments are unclear!

**We also have a unique opportunity this semester to contribute to the department's hiring of a second Phonologist. OSU will be inviting 3-4 job candidates out to interview throughout February. Depending on scheduling it may be possible to coordinate a group meeting with each candidate during the regular meeting time for this class, during which we can ask questions about one of their papers, or other aspects of their research.

1	1/13	Preliminaries	
	Review: Typological Universals		
	1/15	Casali, R. F. (1997). Vowel elision in hiatus contexts: Which vowel goes?. <i>Language</i> , 493-533.	
Phonetic Sources of Phonological Universals			
2	1/20	Fant, G. (1969). Distinctive features and phonetic dimensions. <i>Applications of Linguistics, Cambridge, UK</i> .	Synopsis 1
	1/22	Ohala, J. J. (1983). The origin of sound patterns in vocal tract constraints. In <i>The production of speech</i> (pp. 189-216). Springer New York.	
3	1/27	Browman, C. P., & Goldstein, L. (1989). Articulatory gestures as phonological units. <i>Phonology</i> , 6(02), 201-218 (only)	Synopsis 2
	1/29	Bradley, T. G. (2004). Gestural timing and rhotic variation in Spanish codas. <i>Laboratory approaches to Spanish phonology</i> , (7), 195.	
4	2/3	Steriade, D. (2001). Directional asymmetries in place assimilation: A perceptual account.	Synopsis 3
	2/5	phonology candidate?	
Variability, Exceptionality & Gradience in Phonology			
5	2/10	Inkelas, S., & Zoll, C. (2007). Is grammar dependence real? A comparison between cophonological and indexed constraint approaches to morphologically conditioned phonology. 133-171.	Synopsis 4
	2/12	phonology candidate?	
6	2/17	Itô, J., & Mester, A. (2003). On the sources of opacity in OT: Coda processes in German. <i>The syllable in optimality theory</i> , 271-303.	Synopsis 5
	2/19	phonology candidate?	
7	2/24	Boersma, P., & Hayes, B. (2001). Empirical tests of the gradual learning algorithm. <i>Linguistic inquiry</i> , 32(1), 45-86.	Synopsis 6
	2/26	phonology candidate?	
8	3/3	Anttila, A. (2008). Gradient phonotactics and the Complexity Hypothesis. <i>Natural Language & Linguistic Theory</i> , 26(4), 695-729.	Synopsis 7
	3/5		
Phonetics or Phonology or Neither?			
9	3/10	Mielke, J. (2012). A phonetically based metric of sound similarity. <i>Lingua</i> , 122(2), 145-163.	Synopsis 8
	3/12	Hayes, B., Siptár, P., Zuraw, K., & Londe, Z. (2009). Natural and unnatural constraints in Hungarian vowel harmony. <i>Language</i> , 85(4), 822-863.	
March 16-20 Spring Break			
10	3/24	Moreton, E., & Pater, J. (2012). Structure and Substance in Artificial-phonology Learning, Part I: Structure. <i>Language and linguistics compass</i> , 6(11), 686-701.	Synopsis 9
	3/26	Moreton, E., & Pater, J. (2012). Structure and Substance in Artificial-Phonology Learning, Part II: Substance. <i>Language and Linguistics Compass</i> , 6(11), 702-718.	

11	3/31	Student Presentation	Synopsis 10
	4/2	Student Presentation	
12	4/7	Student Presentation	Synopsis 11
	4/9	Student Presentation	
13	4/14	Student Presentation	Synopsis 12
	4/16	Student Presentation	
14	4/21	Student Presentation	
	4/23	Wrap Up	