

Advanced Phonology (Ling 401)

Fall 2018

MW 2:00pm–3:20pm

GFS 213

Instructor	Brian Smith Postdoctoral teaching fellow
Office hours	Wednesdays and Thursdays 3:30–4:30 (and by appointment) in GFS 301C
Contact info	E-mail: bsmith88@usc.edu Replies take up to 48 hours. Please e-mail rather than messaging on Blackboard.

COURSE DESCRIPTION

In this course, students engage in advanced study of topics in phonology. The emphasis is on **theory development**: the process by which formal models are evaluated and revised in order to meet empirical and conceptual goals. We focus in particular on **constraint-based** frameworks, especially Optimality Theory (OT: Prince and Smolensky 1993/2004), which is the major competitor to **rule-based** frameworks in the tradition of Chomsky and Halle's (1968) *Sound Pattern of English*. We will survey the motivations for adopting OT, and become familiar with its formal architecture, some of the results it has achieved, and some of its shortcomings. Constraint-based frameworks excel at making predictions about **phonological typology**, and this course will involve data from many familiar and unfamiliar languages, especially regarding syllabification, stress, and reduplication.

Prerequisites: Introduction to Phonetics and Phonology (Ling 301)

TEXTBOOK AND HANDOUTS

There are two required textbooks. I'll post the readings for the first two weeks online, but after that, you'll need to acquire the readings for yourself.

- *Doing Optimality Theory* (John J. McCarthy 2008)
- *Optimality Theory* (René Kager 1999)

There is a course site on Blackboard where you can find class handouts and supplemental readings.

Since someone always asks: most class materials are typeset in Noto Serif, which is an open-source font with complete IPA support. (If you don't like Noto, a great alternative is any IPA-compatible font developed by SIL International, especially Charis SIL)

REQUIREMENTS

1. Participation — which is absolutely required for success.
 - Attendance won't count directly towards your grade, but:
 - You're accountable for everything discussed in class.
 - Important announcements may be made at the beginning of class.
 - There is a lot of in-class problem solving.
 - So, if you miss class, make sure you talk to someone who was there.
 - You are also required to come to office hours or meet with me one-on-one once during the first two weeks of class.
2. Weekly readings — which provide background knowledge for class.
 - Not every part of the readings is discussed, but you are encouraged to take notes on the readings and bring questions to class or office hours.
 - There is some overlap between the two textbooks, which means that sometimes you will read things you already know. This is a good thing!
 - For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. Budget six hours per week for readings and homework.
3. Weekly quizzes — which provide feedback to guide your studies.
 - Quizzes test assigned readings or class material.
 - There is a quiz **every Monday**, 2:00pm–2:15pm.
 - The lowest two quiz grades are dropped. If you miss class due to illness or an emergency, you can make-up or drop a quiz grade, but only if you have documentation.
 - Quizzes are graded on a 5-point scale.
4. Six homework assignments — which provide hands-on practice with classroom concepts, and practice for the final paper.
 - There is about one every two weeks, announced one week before it's due.
 - You may collaborate with others, but you must write up and submit your own (unique) solution.
 - Submit **hard copies at the beginning of class** on the assigned due date.
 - Assignments are returned in class within seven days of submission.
5. A midterm exam — which assesses your knowledge in a non-collaborate environment.
 - The midterm covers the first half of the course.
 - The exam will be held during class on 10/17, 2:00pm–3:20pm.

6. A final paper — which gives you the opportunity to apply and demonstrate the skills you’ve learned in class.
- In the paper, you will:
 - Describe a phonological pattern from some language (taken from a grammar or published paper).
 - Write a rule-based analysis of the pattern.
 - Write a constraint-based analysis of the pattern.
 - Compare the rule-based and constraint-based analysis, and argue on behalf of one over the other.
 - The paper will be 10-15 pages (double-spaced), including data and references.
 - Meet with me in person for approval of your topic by October 24.
 - As part of the final paper grade, you will submit a paper proposal by October 31, which contains a description of the pattern and a rule-based analysis.
 - The paper will be submitted online on or before 12/6.

GRADE BREAKDOWN

Participation and readings	10%
Quizzes (lowest dropped)	15%
Six assignments	30%
Midterm exam (on 10/17)	20%
Final paper (due 12/6)	25%

GRADING SCALE

A-	90-92	A	93-100		
B-	80-82	B	83-86	B+	87-89
C-	70-72	C	73-76	C+	77-79
D-	60-62	D	63-66	D+	67-69
F	0-59				

IMPORTANT DATES

9/3	Labor Day – no classes
8/29	Deadline to meet with me in office hours at least once
10/10	Midterm exam
10/24	Deadline for in-person approval of paper topic
10/31	Written paper proposal due
11/21–11/25	Thanksgiving Holiday – no classes
12/06	Due date for final paper

SCHEDULE (SUBJECT TO CHANGE)

The schedule may be updated, depending on the pace of class. Changes to readings or due dates will be announced in class.

DOT = McCarthy (2008): *Doing Optimality Theory*

Kager = Kager (1999): *Optimality Theory*.

Read before class		Topic	Quizzes/Deadlines	
	UNIT 1: WHY AND HOW TO BUILD AND OT ANALYSIS			
Mon 8/20	Odden (2011) pp. 1–12 (to end of 2.2)	Week 1 Review of phonemic analysis, distributions, features, rules, and the goals of phonology		Mon 8/20
Wed 8/22	Review chapters			Wed 8/22
Mon 8/27	DOT pp. 1–13 (to end of 1.2)	Week 2 The conspiracy problem A conceptual crisis	In-class quiz #1	Mon 8/27
Wed 8/29	DOT pp. 13–28 (to end of 1.8)		Deadline to meet with Brian in office hours	Wed 8/29
Wed 9/5	Kager pp. 1–13 (to end of 1.2.5)	Week 3 Introducing OT	HW #1 due: Rule-based analysis	Wed 9/5
Mon 9/10	Kager pp. 14–27 (to end of 1.4.4)	Week 4 OT nuts and bolts	In-class quiz #2	Mon 9/10
Wed 9/12	DOT pp. 30–41 (to end of 2.3)			Wed 9/12
Mon 9/17	DOT pp. 41–72 (to end of 2.4)	Week 5 Constructing an OT analysis The logic of ranking arguments	In-class quiz #3	Mon 9/17
Wed 9/19	DOT pp. 72–95 (to end of 2.8)		HW #2 due: OT reanalysis	Wed 9/19
	UNIT 2: TYPOLOGY IN OT			
Mon 9/24	Kager pp. 27–43 (to end of 1.7.6)	Week 6 Typology of contrast Segmental distributions	In-class quiz #4	Mon 9/24
Wed 9/26	Kager pp. 43–48 (to end of 1.9)		HW #3 due: ranking arguments	Wed 9/26
Mon 10/1	Kager pp. 91–109 (to end of 3.3.3)	Week 7 Typology of syllable structure Alignment	In-class quiz #5	Mon 10/1
Wed 10/3	Kager pp. 109–124 (to end of 3.4.2)			Wed 10/3

Read before class		Topic	Quizzes/Deadlines	
Mon 10/8	DOT pp. 166–174, 212–214, 247–250	Week 8 Justifying constraints: formally, functionally, typologically	In-class quiz #6	Mon 10/8
Wed 10/10	Kager pp. 53–78 (to end of 2.2)		HW #4 due: syllables	Wed 10/10
Mon 10/15	DOT pp. 137–164 (Chapter 3)	Week 9 Writing and responsible scholarship Midterm	In-class quiz #7	Mon 10/15
Wed 10/17	Midterm			Wed 10/17
	UNIT 3: STRESS AND METRICAL PHONOLOGY			
Mon 10/22	Gordon (2011) (skip 3.1, 3.2)	Week 10 Diagnosing stress patterns Quantity-insensitive stress systems	In-class quiz #8	Mon 10/22
Wed 10/24	Kager pp. 161–171 (to end of 4.4.4)		Deadline for approval of paper topic	Wed 10/24
Mon 10/29	Kager pp. 146–161 (to end of 4.3.3)	Week 11 Quantity-sensitive stress systems	In-class quiz #9	Mon 10/29
Wed 10/31			Written paper proposal due	Wed 10/31
	UNIT 4: PROSODIC MORPHOLOGY			
Mon 11/5	Kager pp. 194–205 (to end of 5.2.1)	Week 12 Emergence of the Unmarked Templates	In-class quiz #10	Mon 11/5
Wed 11/7	Kager pp. 205–216 (to end of 5.2.5)		HW #5 due: stress	Wed 11/7
Mon 11/12	Kager pp. 216–230 (to end of 5.5)	Week 13 A typology of reduplication	In-class quiz #11	Mon 11/12
Wed 11/14	Kager pp. 230–252		HW #6 due: prosodic morphology	Wed 11/14
	UNIT 5: UNDER- AND OVER-GENERATION IN OT (AND LEARNING)			
Mon 11/19	DOT pp. 266–271 (to end of 6.4)	Week 14 Opacity and transparency	In-class quiz #12	Mon 11/19
Mon 11/26	DOT pp. 274–277	Week 15 Too-Many-Solutions Problem Learning constraint rankings	In-class quiz #13	Mon 11/26
Wed 11/28	Kager pp. 296–324			Wed 11/28

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu