

## Linguistics 381k – Phonology II

Meeting time/place: Tues/Thurs 12:30-2:00 p.m., PAR 210  
Instructor: Dr. Crowhurst  
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Office hrs: Tues/Thurs 2:00-3:30 p.m.  
Best way to reach me – email. In general, I am available if my office door is open. I am NOT available without an appointment if my office door is closed.

**PREREQUISITE:** Graduate standing; Lin 380K or equivalent, or instructor’s permission.

**COURSE DESCRIPTION:** This course is a continuation of Lin 380K (Phonology I), and completes a two-course introduction to phonology, the study of sound patterns in language. Lin 380K emphasized the basics of phonology – the distribution of sound properties in natural languages, how to identify sound patterns, and how to describe and interpret these patterns in the theory-neutral terms that any linguist must be able to articulate. In Lin 381K, we will continue the themes of distribution and pattern analysis taught in Lin 380K, and you will learn the basics of Optimality Theory (OT), currently the predominant formal framework used by phonologists. Using OT, you will learn to construct analyses that represent in formal terms your basic interpretations of sound patterns. We will also incorporate some of the literature from experimental approaches to phonology (laboratory phonology and psycholinguistics). The broad focus of this semester’s work will be prosody. Course content will be structured into 3 units of 4-6 weeks each.

Here’s a rough plan:\*

<i>Unit 1: Intro to OT, and syllable structure</i>	<ul style="list-style-type: none"><li>• Intro to OT (resumes segmental patterns familiar from Lin 380K)</li><li>• Evidence for the phonological constituent, Syllable</li><li>• Syllable structure</li><li>• Constraints on properties of syllables, sound processes that refer to syllables</li><li>• Optimality theoretic treatment of syllables</li></ul>
<i>Unit 2: Stress, the prosodic word, &amp; metrical theory</i>	<ul style="list-style-type: none"><li>• Properties of stress and cues for stress</li><li>• Stress and syllable weight</li><li>• Typology of stress systems</li><li>• OT treatments of stress</li></ul>
<i>Unit 3: Prosodic morphology</i>	<ul style="list-style-type: none"><li>• Reduplication</li><li>• Truncation</li></ul>

\* To some extent, topics in this program will overlap. For example, it might be necessary to refer to stress in discussing syllables; prosodic morphology in discussing the prosodic word.

### **Learning goals of this course.**

We want you to leave this class being able to ...

- refine a set of analytical skills used by linguists in general, applied to phonology;
- learn material required for you to be able to employ those skills effectively;
- successfully apply the methods and skills learned to new cases; and
- provide a formal analysis for sound patterns using OT.

We will evaluate your ability to successfully apply the methods and skills learned in the class by asking you to demonstrate that you can...

- identify a phonological pattern, given data you probably haven't seen before;
- provide concise, clear generalizations in theory-neutral terms;
- provide an analysis that accounts for the data;
- justify your analysis, citing available evidence, and using standard reasoning skills.

### **TEXTS & CLASS COMMUNICATIONS**

- McCarthy, *Doing Optimality Theory* (available at the Co-op)
- Optional but recommended as a general resource: *Handbook of the International Phonetic Association*. A good substitute is Ladusaw & Pullum 1986. *Phonetic Symbol Guide*. 2nd edition. Chicago & London: The Univ. of Chicago Press. Check at internet booksellers.
- Throughout the semester, I will make material available to you in course packs, on reserve in Hill Library, and electronically (Blackboard, email). Traditional course packs may be available from time to time at Jenn's (2200 Guadalupe, lower level).
- In class notes. I provide detailed handouts that are intended to be a substantial amount of your reading/study material.
- I will communicate with you often by email, and by posting class material on Blackboard. Email is an officially accepted form of communication for UT business, and once posted, you are responsible for information pertaining to this class. Make sure you check your email accounts and Blackboard often enough to be aware of information.

### **REQUIREMENTS & EVALUATION**

1. Problem Assignments
  - Purpose: to provide you with opportunities to develop your skills in linguistic description and analysis, and to help you gain facility with the formal model.
  - The first assignment is primarily for practice, and is worth 5%. The rest are worth 10% each.
2. Data set assignment (not assigned a grade per se)
  - Purpose: so that you acquire familiarity with looking for data that illustrates a certain kind of phenomenon. This is critical for research in many areas of linguistics. This is also a skill you will need for the short paper you'll be writing in the second half of the semester.

3. Oral presentation

- You will present your paper to the rest of the class.
- Purpose: (i) familiarity with a certain kind of public speaking in general; (ii) familiarity with linguistic conventions in particular; (iii) opportunity to receive feedback/questions from class members.

4. Term paper, or “squib” (Short paper)

- Purpose: Integrate data collection, description, and analytical skills into a short paper.
- Squib – short paper of about 15 pages, double spaced. The squib will be worth 30% of your course grade. The process of writing your squib will have three stages: (i) the construction of a data set (you may use data from one of your earlier data set assignments; (ii) a preliminary draft; (iii) final version of the paper.
- The paper will be graded as a whole; your data set and first draft draft will not be graded independently of the whole. However, you will be required to turn in your data set and preliminary draft of the paper when they are due, to get credit. I will provide you with feedback, and you will use this in preparing your oral presentation, and the revision of your paper.

5. Weight assigned to course components:

1. Problem set assignments (5)	45%
3. In-class problem set tests (2, 10% each)	20%
4. Oral presentation (1)	10%
5. Squib (1)	25%
Total	100%

6. My grading scale:
- |                   |                |                 |
|-------------------|----------------|-----------------|
| A+ = 97 to 10     | A = 93.5 to 97 | A– = 90 to 93.5 |
| B+ = 87 to 89     | B = 83.5 to 87 | B– = 80 to 83.5 |
| C+ = 77 to 79     | C = 73.5 to 77 | C– = 70 to 73.5 |
| D+ = 67 to 69     | D = 73.5 to 77 | D– = 60 to 63.5 |
| F = less than 60% |                |                 |

## Policies – Read This Carefully

1. **Rescheduling exams and quizzes.** Only by prior arrangement, with a good reason, accompanied by documentation.
2. **Attendance.** I expect students to attend all class meetings.
3. **Assignments.**
  - Assignments are due at the time announced (either electronically, or in class). Late assignments won't be accepted without a prior arrangement with me. Being out of town is not an acceptable reason for turning in an assignment late; illness may be.
  - Assignments must be typed, saved as PDF files, and submitted via Blackboard.
4. **Course components (assignments, quizzes) not completed.** Any course requirement not completed will receive a grade of zero. Any decent effort on an assignment will earn you 5/10. Since your final grade is based on an average of all your grades, a grade of zero will hurt you more than an F. Even if you're not happy with your assignment, turn something in.
5. **Academic integrity and limits on authorized collaboration. Read this!**
  - We care that you do your work to the highest standards of academic integrity. Apart from an individual's moral integrity, academic dishonesty diminishes the value of a degree from an institution that acquires a reputation for laxness in penalizing violations of the honor code. The penalties for various forms of academic dishonesty can be severe. Please read UT's policy at <http://www.utexas.edu/depts/dos/sjs/academicintegrity.html>.
  - **For this class:** You are allowed to form study groups to discuss class material, including homework assignments, but any work you turn in must be your own. This means that even if you discuss assignments with other members of the class, you must write up the entire assignment on your own. You may not actually do the assignment with other students; this means you may not produce any portion of the assignment with other students. Since part of my job as an instructor is to evaluate your work as individuals, one of the problems with allowing students to discuss assignments in study groups is that it is often unclear who took the leading role in working out the assignment. This is why in-class tests are a component of this class.
6. **Special needs.** Many students require alternative arrangements to facilitate their learning (e.g. extra time or a quieter environment in which to write exams). We're used to accommodating needs like this, and are happy to. Please let me know as soon as possible if you require alternative arrangements. Detailed information is available online at: <http://www.utexas.edu/depts/dos/ssd/index.html>.
7. **Please be considerate!** Try not to arrive late for class, not to leave early, and not to pop in and out of the room, unless absolutely necessary. Also, **cell phones** are great...but please make sure yours is turned off before you come into class.