Phonology

ENGL 4373 (Spring 2019)

Texas Tech University

Instructor:	Dr. Aaron Braver
Email:	aaron.braver@ttu.edu
Web:	http://www.aaronbraver.com
Office:	English & Philosophy Building, Room 312C

Class meetings:	T/Th, 2:00pm–3:20pm
	English & Philosophy Building, Room 351

Office Hours:	T/Th, 11:30am–12:20pm, and by appointment
	Be sure to reserve a slot: http://www.aaronbraver.com/officehours

Course website:	On Blackboard (http://ttu.blackboard.com)

About this course

Speech sounds are perhaps the most basic building blocks of spoken language, but how do they 'work'? This course is an introduction to the description and analysis of the sound patterns found in human languages. In this class, we will cover the key concerns of phonologists: the sound patterns found in the world's languages, the ways in which these patterns vary (or don't) across languages, and how speakers represent them mentally.

Linguistics is a formal, empirically-based, and scientifically rigorous discipline. This course will teach you to analyze phonological data like a scientist. We will examine data from many, many languages; your aim will be to find the patterns in these data, use a theory to capture those patterns, and then assess the validity of the theory. We will develop a set of analytical tools with which to describe and explain these sound patterns, and we'll also learn how to develop and present a formal linguistic analysis.

By the end of this course, you should be able to...

- Use the International Phonetic Alphabet (both recognizing symbols and basic transcription)

- Recognize cross-linguistically common phonological phenomena

- Collect, describe, analyze, and report sound patterns

- Present a formal linguistic analysis

We will make use of a number of phonological theories over the course of the semester, beginning with the structuralist notion of the phoneme. This will be followed by rule-based analysis (along the lines of Chomsky and Halle's (1968) *Sound Pattern of English*), and finally Optimality Theory (Prince and Smolensky 1993, McCarthy and Prince 1993).

Materials

Required Course Textbook

Zsiga, Elizabeth C. (2013). *The Sounds of Language: An Introduction to Phonetics and Phonology*. Wiley-Blackwell. ISBN: 978-1405191036.

Handouts

Handouts for (nearly) every class meeting will be posted on the course Blackboard site before class. It is your responsibility to bring these handouts with you to every class meeting, either in digital or dead tree format.

Other Materials

All other materials will be made available on the course Blackboard site. Please contact me immediately if you do not have access to the site.

Assignments and Grading

Homework

Problem sets will be assigned (approximately) weekly. (We will discuss the format for writing up problem sets in class.)

Work must be typed and submitted *as a PDF* via the course Blackboard site (too many fonts go wrong in Word documents).

Your lowest homework score (excluding zeros for any assignment not turned in) will be dropped.

For all homework assignments, you may work in groups under the following conditions:

> Groups can include up to three people, and no more. You may discuss the problem, debate solutions, and come up with answers together. Once you have finished working together, everyone must then go and write up their own assignment and hand it in separately.
>
> If you and another person hand in nearly identical assignments (as adjudicated by me), I reserve the right to require you to work alone from then on.
>
> You must, at the top of your assignment, write the names of all the people you worked with—even if you end up completely disagreeing with them.

Individual Language Project

Each student will select a language to work on over the course of the semester, applying what you have learned in class to that particular language.

- Choose a language, have a grammar *in hand*   Th, 2/14 (in class)

- Phonological sketch due (5–6 pages, double spaced)   Th, 2/28 at 11:59pm

- Problem set proposal due (3–4 pages, double spaced) T, 4/9 at 11:59pm

- Problem set presentations   Th 4/25 & T 4/30

- Problem set due   T, 5/7 at 11:59pm

Phonological Sketch

A brief report (5–6 pages, double spaced) on the phonology of your chosen language. What sounds does this language have? What phonological processes does it exhibit? Further details will be discussed in class.

Problem Set

The final project consists of developing a phonology problem set based on data from your language. You will need to find phonological processes in the language, gather relevant data, and organize it coherently. You will also need to provide a 'teacher's guide' with your solution to the problem set. Further details will be discussed in class.

Grade breakdown

Category	Percent
Homework assignments	40%
Phonological sketch	20%
Problem set proposal	10%
Problem set presentation	5%
Problem set project	25%

Numerical score	Letter grade
95–100%	A+
90–94.99%	A
85–89.99%	B+
80–84.99%	B
75–79.99%	C+
70–74.99%	C
65–69.99%	D+
60–64.99%	D
>60%	F

Policies and expectations

Attendance, punctuality, and participation

You are expected to come to (every) class and to participate fully in class discussions and exercises. Please make an effort to arrive on time. (Repeat tardiness may be counted as an

absence.)

If you know you will be absent, *email me ahead of time*. If the absence is documented and justifiable, it may be excused (at the discretion of the instructor).

> After 5 unexcused absences, you will automatically receive an F for the course.

Religious holy days

Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel.

An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. The student should make up any missed work.

TTU policy indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence.

See OP 34.19 at `https://www.depts.ttu.edu/opmanual/OP34.19.pdf` for more information.

Late work

Assignments must be submitted on time—this is at the start of class on the due date, unless otherwise specified. *Assignments turned in after the deadline will receive zero points.* There is no partial credit for late work.

This course has a one-time no-questions-asked pass on this policy applicable only to homework assignments (and not to any aspect of the research project). To use it, you must email the instructor *before* the original deadline, and turn in the assignment no later than one class meeting after the original deadline.

Extraordinary circumstances

Life is complicated—illnesses and injuries happen. If these or other life events are interfering with your ability to meet course requirements, please *let me know as soon as possible*.

Email

Some course-related announcements will be made over email. These messages will be sent to your TTU address, which you should check at least daily. Failure to check your TTU email will not excuse you from any requirements assigned via email.

Please include the course number in the subject line of any emails you send me (as well as an actual subject). If you are sending from an account other than your TTU address, please include your full name in the message body.

Civility in the classroom and electronic devices

Students are expected to maintain a polite, civil environment that is conducive to learning for everyone. This includes refraining from non-approved uses of electronic devices, or use of such devices that becomes distracting for other students.

> Breaches of decorum may result in expulsion from the classroom or consequences for your final grade.

Accommodations for students with disabilities

Any student who, because of a disability, may require special arrangements in order to meet the course requirements, should contact the instructor as soon possible to make the necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact the Student Disability Services office in 335 West Hall or call (806) 742-2405.

Academic integrity

Cheating and plagiarism will be treated very seriously. As a general policy, all such cases will be referred to the Office of Student Conduct with a recommendation for the fullest sanctions, including failure for the course. It is your responsibility to familiarize yourself with TTU's statement on academic integrity, which is available at `http://www.depts.ttu.edu/studentconduct/academicinteg.php`, and related policies in the Student Handbook Part I, Section B, Subsection 1 (`http://www.depts.ttu.edu/dos/handbook/conduct.php`) and Part II, Section B (`http://www.depts.ttu.edu/dos/handbook/community.php`).

You are encouraged to form study groups outside of class to help you understand the course material and discuss readings, however you may not collaborate on homework assignments.

If you have any questions, please consult the instructor, a dean, or the University's academic integrity policy.

TTU resources for a safe, inclusive campus

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at `http://titleix.ttu.edu/students`.

I identify as an ally to the lesbian, gay, bisexual, trans*, queer, intersex, and asexual (LGBTQIA+) community, and I am available to listen and support you in an affirming

manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, `http://www.lgbtqia.ttu.edu`, (806) 742-5433.

Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- TTU Student Counseling Center, (806) 742-3674, `https://www.depts.ttu.edu/scc/` (provides confidential support on campus)
- TTU 24-hour Crisis Helpline, (806) 742-5555 (assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor)
- Voice of Hope Lubbock Rape Crisis Center, (806) 763-7273, `http://voiceofhopelubbock.org` (24-hour hotline that provides support for survivors of sexual violence)
- The Risk, Intervention, Safety and Education (RISE) Office, (806) 742-2110, `https://www.depts.ttu.edu/rise/` (provides a range of resources and support options focused on prevention education and student wellness)
- Texas Tech Police Department, (806) 742-3931, `http://www.depts.ttu.edu/ttpd/` (to report criminal activity that occurs on or near Texas Tech campus)

Schedule

> This schedule is subject to change. Please pay attention for announcements in class and via email.
>
> Readings with an asterisk* are optional.

Introduction

Th	01/17	Syllabus Introductions What is phonology? Your phonological knowledge	·Zsiga preface (pp. xiv–xvii)
T	01/22	Phonetics vs. phonology Vocal tract anatomy	·Zsiga ch. 1 (pp. 1–11) ·SPE ch. 1 §1, 2 (pp.3–4)*

The sounds of language

Th	01/24	Tour of the vocal tract Larynx, glottis, glottal states Describing consonants	·**HW 1 (Introduction) due** ·Zsiga ch. 3 (pp. 33–51)
T	01/29	Describing consonants (cont'd) Transcription	·Zsiga ch. 4 (pp. 55–71)
Th	01/31	Transcription (cont'd)	

Structuralism, phonemes, and allophones

T	02/05	Phonological knowledge vs. phonetic reality Rules Marked vs. unmarked Psychological reality of phonemes	·**HW 2 (IPA and transcription) due**
Th	02/07		

Features, classes, and rules

T	02/12	Distinctive features Natural classes	·**HW 3 (Phonemes, allophones, and describing processes) due** ·Zsiga ch. 12 (pp. 253–271) ·SPE ch. 1 §3 (pp.5–6)* ·SPE ch. 7 §1.1, 2–3, 4.6, 4.7–5.2, 5.4, 7 (pp. 293–295, 298–303, 315–322, 324–326, 329)*
Th	02/14	Two levels of representation Moving towards Generative Grammar Feature geometry	·**Choose language and bring grammar for phonological sketch assignment** ·Zsiga ch. 13 §13.0–13.3 (pp. 275–284)
T	02/19	Feature geometry (cont'd) Rules and rule formalisms	·**HW 4 (Features and natural classes) due**

Alternations and the generative approach

Th	02/21	Phonological alternations Morphophonology Rule ordering	·Zsiga ch. 11 (pp. 221–246)
T	02/26	Rule ordering (cont'd)	**·HW 5 (Rule notation, distinctive features, underspecification) due**

Suprasegmental and prosodic structure

Th	02/28	Syllables and syllable structure Syllabification	**·Phonological sketch due** ·Zsiga ch. 15 §15.0–15.1.3 (pp. 330–338) ·Blevins (1996) §0–2 (pp. 206–212)* ·Hayes §13.1–13.3, 13.5–13.6.4 (pp. 250–254, 256–262)*
T	03/05	Syllables and alternations Sonority Sonority sequencing principle (SSP) Hiatus	**·HW 6 (Phonological alternations and underlying forms) due**
Th	03/07	Quantity Moras	·Zsiga ch. 15 §15.1.4 (pp. 339–341)
T	03/12	No class - Spring break	
Th	03/14	No class - Spring break	
T	03/19	Tone Obligatory contour principle (OCP)	**·HW 7 (Syllable structure) due** ·Zsiga ch. 17 (pp. 375–397) ·Hayes §15.1–15.2.7 (pp. 291–300)
Th	03/21	Autosegmental phonology Semitic morphology	·Zsiga ch. 13 §13.4–13.5 (pp. 284–299) ·McCarthy (1981)*

T	03/26	Stress	·**HW 8 (Quantity, moras, and tone) due**
			·Zsiga ch. 16 (pp. 353–370)
			·McCarthy (1982)*
			·Hayes §14.1–14.5 (pp. 271–287)*
Th	03/28	TBD	

Beyond SPE

T	04/02	Targets and repairs Conspiracies	·**HW 9 (Autosegments, Semitic morphology, and stress) due**
			·Zsiga ch. 14 §14.0–14.1 (pp. 304–308)
			·Kisseberth (1970)*
Th	04/04	Optimality theory	·Zsiga ch. 14 §14.2–14.4 (pp. 314–324)
			·Kager §1.1–1.2.1, 1.2.3–1.3.2 (pp. 1–6, 8–18)*
			·McCarthy (2008) ch. 1*
T	04/09	Optimality theory (cont'd)	·**Problem set proposal due**
Th	04/11	Neutralization—complete and incomplete	·Lass 1984 ch. 3 (pp. 39–54)
			·Trubetzkoy (1939) §V (pp. 228–239)*
			·Port and O'Dell (1985)*
T	04/16	Neutralization (cont'd)	·Kharlamov (2014)*
			·Braver (2014)*
			·Kim and Jongman (1996)*
Th	04/18	Workshop	·**HW 10 (Optimality theory) due**
T	04/23	Workshop	
Th	04/25	Problem set day 1	
T	04/30	Problem set day 2	

Th	05/02	TBD	
T	05/07	Wrap-up and evals	·**Problem set due at 11:59pm**