Linguistics 542: Phonology II
Spring 2007
Instructor: Jennifer Cole

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Office Hours: M 11:30-12:30, W 12:30-1:30

Course website: https://netfiles.uiuc.edu/jscole/www/ling542

Course Description. The purpose of this course is to explore fundamental issues in current phonological theory relating to the structure of phonological representation and the form of phonological grammar. Ling 542 builds on the foundations of segmental phonology, syllable structure, and lexical encoding that were introduced in Ling 502. Our focus this semester will be on (i) suprasegmental phonology, including stress, rhythm, tone, intonation, and the syntax-phonology interaction, and (ii) psycholinguistic evidence that sheds light on the nature of phonological encoding, generalization, and learning.

Course Requirements.
- **Class participation.** Students are expected to attend class regularly and to participate in class discussion.
- **Weekly readings.** The syllabus lists the book chapters and articles that are the primary sources for lecture materials each week. Students are expected to read all materials listed on the syllabus before the class period when the material will be discussed. Other readings that contribute to lecture topics are listed in the Readings List below, and are recommended. Starred readings identify research articles that can be used for the Reading Response assignment (see below).
- **Reading response (2 papers).** Students will select two research articles in or related to phonology and write a short (3-5 pages, 1.5 or double-spaced) critical response for each one. Due dates are noted in the syllabus. Topics for this assignment may deal with any issue in phonology, including those covered in Ling 502, but at least one of the papers should relate to suprasegmental phonology (stress, tone, intonation, prosody). Any of the starred articles on the Reading List may be used for the Reading Response assignment. Other articles from leading journals in the field of linguistics and speech may be used, or articles from edited volumes such as Papers in Laboratory Phonology. Places to look for phonology articles: Phonology, Journal of Phonetics, Language and Speech, Language, Lingua, The Linguistic Review, Natural Language & Linguistic Theory, Linguistics.
  - Due dates: (1) Fri., Feb 16; (2) Fri., March 2
- **Final research project.** Students will conduct a research project that is a development of one or both of the critical Reading Response papers. See Guidelines below for details. There are four components to the final research paper:
  1. Research proposal. Due Fri., March 9
  2. First draft. Due Wed., April 11
  3. In-class presentation of your research. Scheduled April 16 – May 2
  4. Final written paper. Due Wed., May 2

(extended to Monday, May 7)
Your course grade will be determined as follows:

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<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Critical response writing assignments (2 total)</td>
<td>40%</td>
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<td>Final research paper:</td>
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<tr>
<td>Research proposal</td>
<td>5%</td>
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<tr>
<td>First draft</td>
<td>10%</td>
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<td>In-class presentation</td>
<td>10%</td>
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<td>Final written paper</td>
<td>25%</td>
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<tr>
<th>Date</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan. 22, 24, 26</td>
<td>Metrical stress theory</td>
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<tr>
<td>Jan. 29, 31, Feb. 2</td>
<td>Syllable weight and stress</td>
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<tr>
<td>Feb. 5, 7, 9</td>
<td>Stress shift and rhythm</td>
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<th>Date</th>
<th>Reading</th>
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<tr>
<td>Feb. 12, 14, 16</td>
<td>Tone in African languages Haun &amp; Schuh. 1974</td>
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<tr>
<td>Feb. 12, 14, 16</td>
<td>Tone in African languages</td>
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<th>Date</th>
<th>Reading</th>
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<tr>
<td>Feb. 26, 28, March 2</td>
<td>Prosody encoding Shattuck-Hufnagel &amp; Turk 1996</td>
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<tr>
<td>Feb. 26, 28, March 2</td>
<td>Prosody encoding</td>
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<tr>
<td>March 5, 7, 9</td>
<td>Intonation in English Gussenhoven, C. 2002b</td>
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<tr>
<td>March 12, 14, 16</td>
<td>Pitch-accent systems; Intonation in tonelangs.</td>
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<td>March 19-23</td>
<td>Spring Break no classes</td>
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<td>March 26, 28, 30</td>
<td>Phonology-syntax interface Selkirk, E. 1986</td>
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<tr>
<td>April 2, 4, 6</td>
<td>The OCP in Semitic Kenstowicz (1994), Chapter 8.1-8.5</td>
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<td>April 9, 11, 13</td>
<td>Speech error studies Shattuck-Hufnagel, S. 1986</td>
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<th>Date</th>
<th>Reading</th>
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<tr>
<td>April 11: First draft due</td>
<td>Speech error studies Shattuck-Hufnagel, S. 1986</td>
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<td>April 16, 18, 20</td>
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<tr>
<td>April 23, 25, 27</td>
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<td>April 30, May 2</td>
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<th>Date</th>
<th>Reading</th>
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<tr>
<td>May 2: Final papers due</td>
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READINGS

Stress

Rhythm

Tone in African languages

Tone in Chinese languages

Tone in pitch-accent languages

Prosodic structure

Intonation


**Phonology-Syntax interface**


**Adjacency and Similarity**


**Speech errors and phonotactic learning**


GUIDELINES FOR CRITICAL READING RESPONSE PAPERS
The goal of this assignment is to help students develop skills for critical reading, and to learn how to develop research ideas from critical reading. Students will select two research articles in or related to phonology and write a short (2-3 page, minimum 1.5 spacing) critical response. The articles should present ideas that are still current; i.e., which have not been superseded by later work. Normally these will be articles published in the last 5 or 10 years, but older works may also be used. Articles marked with a star in the syllabus may be used, or other articles from leading journals or edited volumes. Look at the bibliographies of assigned readings to get familiar with publications in or related to phonology. The Reading Response should contain a brief summary of the main point of the article (1 page), followed by your reaction to the article (2 pages). Your reaction can contain questions about data analysis or about arguments that you found to be unclear, questions or ideas for future research on the topic, perhaps including extensions to other languages, comments that relate this article to other work you have read, and/or implications for formal models of phonology and phonetics. At least one of the Reading Response papers should form the basis or motivation for your final research paper. Here are some questions that you may consider as a guide in writing your Reading Response papers.

1. Main point(s) of the article.
   a. What is the research question and why is it interesting and important?
   b. How does it relate to prior work?
2. Data/evidence that are examined and the main findings. Brief summary of research method.
3. Arguments presented that support the proposal/hypothesis. What conclusions are drawn from the data/evidence?
4. Implications of the findings for broader research questions, or for research in related areas.
5. Your critical evaluation:
   a. what are the strengths/weaknesses of the paper?
   b. has the data analysis been done correctly?
   c. is the argumentation clearly presented and sound?
   d. Do you agree with the conclusions?
   e. Where do you think you would go from here if you were to pursue this research topic?

GUIDELINES FOR FINAL RESEARCH PRESENTATION AND PAPER
The final research paper should present a further exploration of the research questions raised in the Reading Response paper, and must contain (i) original analysis of new data, and (ii) a critical review of relevant prior work. The research projects must involve collection of original data through direct observation of spoken language, and may consist of a replication of a prior study, perhaps in a different language, a modification of a prior study that involves a change in method or in the target data, or a new study that is inspired/motivated by prior work. There are four components to the final research project:

- **Research proposal**: a brief (max. 1 page) statement of the research topic and the method that will be used for data collection.
- **First draft**: a write-up that includes the critical review of relevant prior work, a description of the data collection procedure and an initial display of your data. Data analysis does not have to be complete at this stage.
- **In-class presentation** of your research The presentation should represent at a minimum the work that is in your first draft, and must be supported by a handout, overhead slides,
or a powerpoint presentation. In-class presentations will be scheduled in the final three weeks of the semester.

- **Final paper:** the final report on your study, including (i) the statement of the research question that motivates your study, (ii) a section on prior work, (iii) a section on methods for data collection and analysis, (iv) a section that reports on the findings from your data, and (v) a discussion and conclusion section that reflects on what your study contributes to the research question your address in this paper.

Use the questions below as a guide in writing your research paper.

1. Introduce your research question and its relevance to prior work and current issues in phonology.
2. Present your specific research hypothesis. What do you expect to find in the data you collect? Be as specific as possible in formulating your hypothesis, and describe as clearly as possible what kind of findings would confirm your hypothesis and what kind of findings would lead you to reject it. Be sure that you can motivate your hypothesis and explain how it follows from basic principles, prior findings, and logical reasoning.
3. Present your research methodology
   a. how, where and/or from whom have you collected data?
   b. what kind of measurements or observations are you including as data?
   c. did you have to omit any data from analysis after it was collected? why?
4. Summarize the findings from your data. Use tables, charts and figures to present your most important findings in a graphical format. If you are reporting on quantitative data, use appropriate statistical methods (if you are able) to describe your data and to test for the significance of your findings.
5. Draw conclusions from your findings and relate them to your hypothesis and to the general research question you are addressing.
6. Discuss questions raised by your study for future research.