

Advanced Studies in Linguistics: Phonology

ENGL 4373 (Spring 2022)

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, 12:30pm–1:50pm
Section 001 English & Philosophy Building, Room 308
Section D01 Via Zoom at <https://texastech.zoom.us/j/96967691913> (password on Blackboard)
- Office Hours:** T/Th, 2:00pm–2:50pm, and by appointment
Be sure to reserve a slot: <http://www.aaronbraver.com/officehours>
In person in ENGL/PHIL 312C *or*
via zoom at <https://texastech.zoom.us/j/93807137900> (password on Blackboard)
- 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.

Course project

You have two choices for your project for this class. I recommend the term paper for students who intend to apply to graduate school in linguistics, as this would make a good writing sample to go with your application.

Option 1: Individual Language Project

If you choose this option, you will select a language to work on over the course of the semester, applying what you have learned in class to that particular language. This option consists of two parts:

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.

Option 2: Term Paper

If you choose this option, you'll write a traditional 10–15 page term paper for the class on any topic related to phonology (due 5/8). You will also write an abstract (1–2 pages) summarizing this project halfway through the semester.

Project timelines (both options)

Individual language project	Term paper	Date
Choose a language and have a grammar in hand	Choose a broad topic and have one source on hand	T, 2/8 (in class)
Phonological sketch due	Topic description with at least 3 sources	T 2/22 (11:59pm) <i>2/20 3/1</i>
Problem set proposal due	Abstract due	T, 3/29 (11:59pm)
Presentations	Presentations	T 4/26 & Th 4/28
Problem set due	Term paper due	Th 5/8 (11:59pm)

Grade breakdown

Category	Percent	Numerical score	Letter grade
Homework assignments	40%	95–100%	A+
Phonological sketch or topic description	20%	90–94.99%	A
Problem set proposal or abstract	10%	85–89.99%	B+
Presentation	5%	80–84.99%	B
Problem set or term paper	25%	75–79.99%	C+
		70–74.99%	C
		65–69.99%	D+
		60–64.99%	D
		>60%	F

Final course grades will be rounded to two decimal places (e.g., 94.991% rounds down to 94.99% and is an A, while 94.995% rounds up to 95.00% is an A+).

Keeping track of grades

Your assignments will be returned to you via Blackboard. You can see your assignment scores via the My Grades section of the course Blackboard page. A running calculation of your course grade is available in the 'weighted grade' entry.

Policies and expectations

Expectations for online participants in hybrid courses

The online section of this course is *synchronous*. That means that both the on-site and online sections will meet at the same time—on-site students in person, and online students via Zoom.

To ensure that you are fully engaged in class discussions, you are expected to do the following:

- Maintain the same level of civility and professionalism that would be expected in a face-to-face classroom setting
- Attend all class meetings
- Log in to the video conference on time, and remain logged in for the duration of the class period
- Keep your camera on so that you are visible to the instructor and other students in the class. If you have concerns about leaving your camera on (such as childcare obligations, privacy issues, or a particular circumstance during a class period), please talk to the instructor
- Refrain from engaging in non-class related activities during class time, especially those that create a distraction for other students and/or limit your ability to engage in the course (e.g., cooking, driving, etc.)

Failure to meet these expectations may result in the following consequences:

- Being counted as absent for the class meeting
- Not receiving credit for class participation for that class period

Repeated violations of these expectations will may result in the following consequences

- Referral to the appropriate Associate Dean
- Academic penalty, ranging from a warning to failure of the course

If (when) technology goes wrong...

If the University network, Zoom, or Blackboard goes down, I will send you instructions via your TTU email address. If TTU email is down, check the course Blackboard site. If that is down too, visit <http://www.aaronbraver.com/courses/5335> for further instructions.

Attendance and punctuality

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.

If you are or will be absent, please check with your classmates for notes and assignments.

Absences due to illness

In case of an illness that will require an absence from class for more than one week, the student should notify her/his academic dean. The dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student should inform the instructor directly.

Absences due to 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.

Absences due to officially approved trips

Any student absent because of university business must be allowed to make up missed work within a reasonable span of time, or have alternate grades substituted for work due to an absence. In order to receive these privileges, the faculty or staff member responsible for the officially approved trip must notify me of the departure and return schedules. Students will not be penalized for these absences, but are responsible for all material missed.

Late work

Assignments must be submitted on time—this is at 11:59pm 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 in-class assignments or exams). 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 policies on academic integrity, which can be found in the student handbook at <https://www.depts.ttu.edu/dos/handbook.php>, especially Part I, Section B, Subsection 1 and Part I, Section C. Additional information is available via the Office of Student Conduct at <https://www.depts.ttu.edu/studentconduct/>.

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 other than as described above.

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

Diversity, inclusion, and resources for a safe 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>.

It is my intent that students from a variety of diverse backgrounds and perspectives participate in this course, that their learning needs be addressed, and that we see this diversity as a

beneficial resource. I aim to include materials and activities that are respectful of all forms of diversity, including racial, ethnic, gender, sexual, disability, age, cultural, and socioeconomic. Please let me know if you see ways to improve the effectiveness of this course for you personally, or for other groups of 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.

If you have a preferred set of pronouns that you would like me to use when referring to you, please make them known to me.

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/tttd/> (to report criminal activity that occurs on or near Texas Tech campus)
- Raider Red's Food Pantry provides students with short-term access to supplemental food, <https://www.depts.ttu.edu/dos/foodpantry.php>, (806) 742-2984

Mandatory reporting of sex/gender-based discrimination and violence

Please be aware that employees of Texas Tech University are “mandatory reporters.” This means that if you tell me about a situation involving sexual harassment, sexual assault, domestic/dating violence, stalking, or sex/gender-based discrimination, I am required by law to report this information to the TTU Title IX office. Reports to the Title IX office are private, and will not be shared with other students, faculty, non-Title IX staff, or parents, without your express consent.

After a report is submitted, a Title IX Case Manager will send you an email to discuss the ways the University can assist you, but you are not obligated to respond. In almost every situation, you are in control of whether or not to move forward with an investigation, and any action taken in response to the situation will be up to you. Our main goal is to

provide you with immediate support and protect all students and employees from a hostile or discriminatory environment.

COVID-19

Your health and safety are our first priority in ensuring a successful face-to-face experience this fall semester. It is important that we all do our part, not only for ourselves, but also for our most vulnerable classmates, faculty, and staff during the current pandemic.

Vaccinations

Texas Tech University strongly recommends students adhere to CDC guidelines on COVID-19, including obtaining COVID-19 vaccinations. If you were unable to obtain a vaccination prior to your arrival on campus, the COVID-19 vaccine is available at Student Health Services by appointment. You can find additional information about the vaccine at <https://www.ttu.edu/commitment/covid-19-vaccine/>, and about the recently announced incentive program at <https://www.depts.ttu.edu/communications/emergency/coronavirus/vaccination-incentives/>.

Facial covering policy

As of May 19, 2021, face coverings are optional in TTU facilities and classrooms but, based on CDC guidelines, are recommended and welcome, especially for those who have not been vaccinated for COVID-19 or who may have susceptibilities to the virus. Face coverings are required in public transportation (e.g., Citibus) and in the Student Health Clinic.

Illness-related absences

If at any time during this semester you feel ill, in the interest of your own health and safety as well as that of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please communicate with me via email, and I will work with you to ensure that you have the opportunity to learn the material you missed because of illness. Because this course is designated as a face-to-face class, you will not be able to join class via Zoom if you are ill.

In-person office hours and meetings

I will be holding regularly scheduled weekly office hours in person, and I invite you to visit my office to discuss your progress in the course. When possible, I encourage you to wear your facial covering in my office, and we will try to remain socially distant. I am also available via Zoom for meetings during my office hours or during another appointment.

Potential changes

The university will continue to monitor CDC, State, and TTU system guidelines in order to manage the campus implications of COVID-19. Any changes affecting class policies or delivery modality will be in accordance with those guidelines and announced as soon as possible. If

Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online format; we will conduct class synchronously through the videoconferencing software Zoom. You can log into Zoom using your eRaider credentials at <https://texastech.zoom.us/> (click on “Sign in to Zoom”), or via the Zoom app by clicking the “SSO” button (it has a picture of a key) and entering your TTU email address.

To ensure participation in synchronous videoconferencing, please join the class from a place with relatively few distractions, having your webcam on (showing your face when possible), set your microphone to mute except when you’re speaking, and use your headphones (to help prevent audio feedback).

Information on vaccinations, quarantining, self-isolation, and reporting cases of COVID-19 is available at <https://www.depts.ttu.edu/communications/emergency/coronavirus/>.

Schedule

This schedule is subject to change. Please pay attention for announcements in class and via email.

Readings with an asterisk* are *optional*.

Introduction

<u>Date</u>	<u>Topic(s)</u>	<u>Reading/Assignments</u>
Th 01/13	Syllabus Introductions What is phonology? Your phonological knowledge	·Zsiga preface (pp. xiv–xvii)
T 01/18	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 01/20	Tour of the vocal tract Larynx, glottis, glottal states Describing consonants	· HW 1 (Introduction) due ·Zsiga ch. 3 (pp. 33–51)
----------	---	--

T 01/25 Describing ^{vowel s}consonants (cont'd)
Transcription ·Zsiga ch. 4 (pp. 55–71)

Th 01/27 Transcription (cont'd)

Structuralism, phonemes, and allophones

T 02/01 Phonological knowledge/phonetic reality
Rules
Marked vs. unmarked
Psychological reality of phonemes ·HW 2 (IPA and transcription) due

Features, classes, and rules

Th 02/03 Distinctive features
Natural classes ·HW 3 (Phonemes, allophones, and describing processes) due - 2/22
·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)*

T 02/08 Two levels of representation
Moving towards Generative Grammar
Feature geometry ·Choose language and bring grammar for phonological sketch assignment or choose a broad paper topic and have one source
·Zsiga ch. 13 §13.0–13.3 (pp. 275–284)

Th 02/10 Feature geometry (cont'd)
Rules and rule formalisms ·HW 4 (Features and natural classes) due

Alternations and the generative approach

T	02/15	Phonological alternations Morphophonology Rule ordering	·Zsiga ch. 11 (pp. 221–246)
Th	02/17	Rule ordering (cont'd)	· HW 5 (Rule notation, distinctive features, underspecification) due

Suprasegmental and prosodic structure

T	02/22	Syllables and syllable structure Syllabification	<p>·Phonological sketch due or have 3 sources for term paper</p> <p>·Zsiga ch. 15 §15.0–15.1.3 (pp. 330–338)</p> <p>·Blevins (1996) §0–2 (pp. 206–212)*</p> <p>·Hayes §13.1–13.3, 13.5–13.6.4 (pp. 250–254, 256–262)*</p>
Th	02/24	Syllables and alternations Sonority Sonority sequencing principle (SSP) Hiatus	· HW 6 (Phonological alternations and underlying forms) due
T	03/01	Quantity Moras	·Zsiga ch. 15 §15.1.4 (pp. 339–341)
Th	03/03	Tone Obligatory contour principle (OCP)	<p>·HW 7 (Syllable structure) due</p> <p>·Zsiga ch. 17 (pp. 375–397)</p> <p>·Hayes §15.1–15.2.7 (pp. 291–300)</p>
T	03/08	Autosegmental phonology Semitic morphology	<p>·Zsiga ch. 13 §13.4–13.5 (pp. 284–299)</p> <p>·McCarthy (1981)*</p>

Th	03/10	Stress	<ul style="list-style-type: none"> ·HW 8 (Quantity, moras, and tone) due ·Zsiga ch. 16 (pp. 353–370) ·McCarthy (1982)* ·Hayes §14.1–14.5 (pp. 271–287)*
----	-------	--------	--

T	03/15	Spring break	
---	-------	--------------	--

Th	03/17	Spring break	
----	-------	--------------	--

Beyond SPE

T	03/22	Targets and repairs Conspiracies	<ul style="list-style-type: none"> ·HW 9 (Autosegments, Semitic morphology, and stress) due ·Zsiga ch. 14 §14.0–14.1 (pp. 304–308) ·Kisseberth (1970)*
---	-------	-------------------------------------	--

Th	03/24	Optimality theory	<ul style="list-style-type: none"> ·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	03/29	Optimality theory (cont'd)	· Problem set proposal or abstract due
---	-------	----------------------------	---

Th	03/31	Neutralization—complete and incomplete	<ul style="list-style-type: none"> ·Lass 1984 ch. 3 (pp. 39–54) ·Trubetzkoy (1939) §V (pp. 228–239)* ·Port and O'Dell (1985)*
----	-------	--	--

T	04/05	Neutralization (cont'd)	<ul style="list-style-type: none"> ·Kharlamov (2014)* ·Braver (2014)* ·Kim and Jongman (1996)*
---	-------	-------------------------	---

Th	04/07	TBD	
----	-------	-----	--

T	04/12	TBD	HW 10 (Optimality theory) due
Th	04/14	TBD	
T	04/19	Workshop	
Th	04/21	Workshop	
T	04/26	Presentations	
Th	04/28	Presentations	
T	05/03	Wrap-up and evals	
Th	05/08		Final problem set or term paper due at 11:59pm