

Phonetics & Phonology

LING 6021

Fall 2011

Parts of the class

Professor Anya Lunden

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Office: Park Hall 301

Office hours: Mon. 10-11pm,

Wed. 11:30-12:30pm

Place: Park Hall 225

Time: Tues/Thurs. 11:00-12:15pm

Materials: *Phonology in Generative Grammar*

by Michael Kenstowicz

Course goals:

- Learn about the articulation of sounds
- Understand the vocal tract mechanisms that lets us make these sounds
- Learn about the acoustic properties of speech sounds and how these relate to their perception
- Gain familiarity with reading spectrograms
- To learn how to analyze novel data from particular languages
- To further skills in investigating a question, analyzing complex data, uncovering generalizations, and arguing in a rigorous and compelling way for a particular analysis.
- To dig deeper into how theory and data benefit each other, how hypotheses are developed and motivated against alternatives and how predictions are made and tested.
- To connect phonological processes to their phonetic roots, where appropriate.

Course content:

This course does not assume any prior study in phonetics or phonology, but is also appropriate for students with some/minimal undergraduate study in either area. On the phonetic side we will look at sounds and sound systems of the world's languages and investigate the acoustic side of speech sounds. This understanding of phonetics will inform our investigation of phonology. We will pay special attention to phonetically-driven "natural" phonology and critically evaluate the rule-based formalism in capturing these processes.

week	dates	topic	reading
1	Aug. 16, 18	Intro, Articulatory phonetics, IPA	pp 10-16 (Clark et al), §4.2 (K)
2	Aug. 23, 25	Beyond English	Ch 3&4 (R & J), Ch 6 (Ladefoged)
3	Aug. 30, Sept. 1	English phonology	
3	Sept. 1	Quiz 1: Articulatory Phonetics	
4	Sept. 6, 8	Acoustics correlates, source & filter theory	Ch 8 (Ladefoged), Ch 9 (R & J)
5	Sept. 13, 15	Sound waves, spectra & perception	§4.4-4.5 (K), pp 204-16 (Clark et al.), Ch 7 (Ladefoged Elements)
6	Sept. 20, 22	Features, phonological contrast	Ch 1, §2.1-2.6 (K)
6	Sept. 22	Quiz 2: Acoustics	
7	Sept. 27, 29	Rules and rule orders	§3.1-3.3; §2.7 (K)
8	Oct. 4, 6	Underlying representations	§3.4 (K)
9	Oct. 11, 13	Feature geometry and assimilations	§4.3-4.3.2 (K)
10	Oct. 18, 20	Dissimilation and harmony	§4.3.3-4.3.4, §7.4 (K)
11	Oct. 25	Syllables	§6.1-6.8 (K)
11	Oct. 27	Quiz 3: Phonology basics	
12	Nov. 1, 3	Phonotactics, feature geometry issues	§9.1-9.3 (K)
13	Nov. 8, 10	More feature geometry issues	§9.4-9.8 (K)
14	Nov. 15	Underspecification	§9.8-9.13 (K)
14	Nov. 17	Quiz 4: Syllables and issues in phonology	
15	Nov. 21-25	(Thanksgiving- no class)	
16	Nov. 29, Dec. 1	Wrap-up	

Parts of the class:

Homework Assignments: Homework is a very important part of this course. While there will be more or less room for discussion depending on the type of assignment, answers should *always* be placed in context and explained, and interesting or problematic issues should be commented on. There will be approximately one homework assignment per week.

The phonology homework assignments will force you to wrestle with new data and propose a novel analysis, possibly bringing in previous phonetic findings. You will need to present your analysis, which will be different from what we've done in class (albeit related to it), and argue for it. Ways of presenting and arguing for an analysis will be discussed and exemplified, but include supporting it with examples and contrasting it with a less satisfactory analysis.

Working together on assignments is encouraged. Please be sure that collaborative work meets the following criteria: a) it is a discussion that involves *all* the participants, b) your work is written up without reference to other people's, and c) you list the names of the people you worked with at the top, under your name. **Notice that while the solution you present may be result of collaboration, the write-up must be done independently, entirely in your own words.** Work which is not written up independently violates the University Honor Code. Further, please cite any information from outside our textbook, readings, and class lectures. **My expectation is that you do not draw from outside information, but if you happen to, it must be fully cited.**

Homework is expected to be turned in at the beginning of class. Please do talk to me, as soon as possible, if you are not able to complete the assignment in time due to circumstances beyond your control. Make-up homework is not usually accepted. The lowest homework grade will be dropped.

Readings: There will be readings not only from the class textbook, but from other sources as well in the phonetics portion of the course. Readings not from the textbook will be posted on eLC. The reading should be at least done in part before the class in question to allow for an informed class discussion.

Quizzes: There are four quizzes (see schedule). These quizzes are in lieu of a midterm and in-class final. Quizzes will only be given during the scheduled class period unless arrangements are made in advance due to exceptional circumstances.

Final exam: There will be a take-home final exam. Parts of it will require a novel analysis and a presentation of that analysis, along the same lines as the homework assignments. The final is cumulative, and covers phonetics as well as phonology. It is due at the end of the course's regularly-scheduled final exam period: Thursday, December 8 at 3pm. A hard copy should be hand-delivered to me or put under my door (Park Hall 301).

Grade-breakdown

homework	40%
quizzes	40%
final exam	20%

Note: Students are expected to be present for every class, barring circumstances beyond your control or arranged with me in advance. Please let me know if you are not able to attend class (as soon as you know) and make arrangements to get notes from a fellow student. Please arrive on time, and please turn off your cell phone.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Grading:

Work will be assigned a letter grade and recorded for averaging purposes as a GPA score. I am looking for neat, clear work that carefully, thoughtfully and thoroughly addresses the problem. Comments, as well as a score, will be given, to help alert you to what was done well and how to do better on the next assignment.

GPA score	letter grade	description of work
4.0	A	Extremely impressive work clearly presenting a careful and thorough analysis
3.5	A-/B+	Work showing a strong analysis and clear presentation
3.0	B	Work showing solid understanding and effort but which doesn't push the analysis as far as possible and/or has a weaker presentation
2.5	B-/C+	Work showing good understanding and effort but a key point of analysis is missed
2.0	C	Work showing fairly good understanding and effort but some misunderstanding and/or analysis not fully explained
1.5	C-/D+	Work showing notable progress but having significant problems
1.0	D	Work showing minimal progress
0.0	F	Work which does not show a significant level of understanding
-4	F	Work which is not turned in or does not show a good faith effort

Notice that work which is failing but shows a good-faith effort to do the assignment receives a 0. This is equivalent to 50% on a percentage scale. Work that is not turned in at all, or which is turned in but does not show a good faith effort, receives a true zero, which is -4 on the GPA scale.

The Academic Honesty Policy is available at: http://www.uga.edu/honesty/ahpd/culture_honesty.htm. Please ask me if any questions arise with regard to this course. Please note that the *only* way I have to ask a student about something I'm concerned about in this area is to file a Report of Possible Academic Dishonesty Form, after which a mediated face-to-face meeting will be scheduled.

University information:

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.