

# LING 5321 Advanced Phonological Theory

## Spring 2013

### Syllabus and Course Policies

**Instructor:** Dr. Colleen Fitzgerald  
**Office:** 132H Hammond Hall  
**Phone:** 817-272-3133  
**Office Hours:** Thursdays 3:45 pm – 5:15 and by appointment  
**Email:** [cmfitz@uta.edu](mailto:cmfitz@uta.edu)  
**Web page:** <http://ling.uta.edu/~colleen>

**Teaching Assistant:** Lori McLain Pierce  
**Office:** 132F Hammond Hall (Native American Languages Lab)  
**Phone:** 817-272-3133  
**Office Hours:** Wednesdays 3:00 pm – 4:30 pm  
**Email:** [lori.mclain@mavs.uta.edu](mailto:lori.mclain@mavs.uta.edu)  
**Web page:** <http://ling.uta.edu/~lori>

**Prerequisites:** LING 5320  
**Section info:** LING 5321 Section 001 R 5:30 pm – 8:20 pm, University Hall 16  
**Required Texts and Other Materials** Hayes, Bruce. 1995. *Metrical Stress Theory*. The University of Chicago Press.  
See readings list

**Course Description:** This course builds upon the skills of data description and analysis, argumentation, and the collection and use of data in the context of phonological theory from LING 5320 or its equivalent. Students will apply those skills in conference-style research presentations and papers. Students will also become familiar with contemporary models of phonological theory and demonstrate an ability to find phonological problems that have the potential to make empirical and theoretical contributions to the field. These types of contributions go beyond a mere confirmation of a particular model, and instead present data that enrich typological findings by filling a predicted gap, for example; that challenge assumptions of particular (sub-)theories, and that highlight unexpected consequences of data sets for a model's predictions (i.e., are phonologically "interesting" problems). This will be explored through the prism of metrical phonology (i.e., prosody, prosodic morphology and meter), giving a unified empirical focus both to the course readings and to student research projects.

#### Student Learning Objectives:

- To develop further skills in phonological description, analysis and argumentation.
- To complete original research in phonological theory that displays the potential for an empirical (if possible) and a phonologically interesting theoretical contribution to the field.
- To become familiar with current work in phonology and to read original research in phonological theory.
- To develop skills in writing and presenting to prepare for a professional career.
- To provide sufficient exposure such that a student could pursue more advanced research (i.e., a qualifying paper, conference presentation).

**Note: Professional behavior involves attending colleagues' research presentations. It is especially important that you are on-time and present on all days with guest lectures and for your classmate's research presentations.**

**Description of Major Course Requirements:**

1. Attendance (10%)
2. Datasheet (1-3 pages) giving core data patterns from metrical phenomena to be covered in the research paper (5%) – note all topics must be approved by the professor
3. Conference-style oral presentation of the research paper, including a paper handout (15%)
4. Research paper– due on Thursday May 9 at 5:30 pm (70% of the grade)

The research paper ("squib") must be no more than 20 pages double-spaced, Times (or Times Roman) 12 point font with 1 inch margins all around. Page limit includes data and references; however, data and references only may be single-spaced. The paper must deal with an empirical issue on metrical phenomena, the focus of this semester's. To build the research component in increments, the student must find a set of metrical phenomena (data) and organize it such that it illustrates some idea of what the patterns are, with brief annotations highlighting the relevance to the prosodic and metrical theories covered this semester, as well as how it challenges/presents a puzzle to the theory. This 1-3 page datasheet will be turned in as the first requirement. The next requirement is the conference-style oral presentation of the research paper, including a paper handout for all in attendance. These will be timed oral presentations of the research papers and include a question and answer post-presentation session, conference style such as at the Linguistic Society of America meeting. See forthcoming handouts on the paper and handouts for more specific structural guidance. NB: Topics must be approved in advance by instructor.

**There is no final exam in this course.**

Assignments ***must*** be turned in on time in order to receive credit, and no exceptions will be made for late assignments. There will be no extra credit assignments.

**Students should be aware that any violation of academic dishonesty in this course will be reported to Office of Student Conduct under Student Affairs (<http://www.uta.edu/studentaffairs/conduct/>). The HOP (<https://www.uta.edu/policy/hop/stu/2/200>) outlines proscribed conduct and links to consequences of proscribed : withholding grades, an official transcript, or a degree; grading penalty; suspension or expulsion from the University; a notation on the transcript; revocation of degree and withdrawal of diploma. Be advised that this instructor will document evidence and pursue appropriate disciplinary consequences for academic dishonesty.**

There is **ZERO TOLERANCE** of scholastic dishonesty in this class.

From the HOP at UT Arlington: scholastic dishonesty, including, but not limited to, cheating, plagiarism, and collusion on an examination or an assignment being offered for credit. Each student is accountable for work submitted for credit, including group projects;

1. *cheating on an examination or an assignment includes:*

1. copying the work of another, allowing someone to copy, engaging in written, oral or any other means of communication with another, or giving aid to or seeking aid from another when not permitted by the instructor;

2. using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment, including, but not limited to, electronic or digital devices such as calculators, cell phones, camera phones, scanner pens, Personal Digital Assistants, or flash drives, etc.;
  3. taking or attempting to take an examination for another, or allowing another to take or attempt to take an examination for a student;
  4. using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that is not provided for your use by your instructor;
  5. any act designed to give unfair advantage to a student if the attempt to commit such an act;
2. *plagiarism* means the unacknowledged incorporation of the work of another in work that is offered for credit;
  3. *collusion* means the unauthorized collaboration with another in preparing work that is offered for credit;

### Approximate Course Schedule for Topics

Date	Topic	Reading Due	Assignment Due
WEEK 1			
1/17	Overview of course; writing about Research/Academic Expectations Motivating Prosodic Categories		
WEEK 2			
1/24	Metrical Stress Theory and the Asymmetric Typology	Hayes 1995 Chapters 1-4	
WEEK 3			
1/31	Implementing the Asymmetric Typology	Hayes 1995 Chapter 5	
WEEK 4			
2/7	Prosodic Morphology	McCarthy and Prince 1986, Lombardi and McCarthy 1991, Hammond 1992	
WEEK 5			
2/14	Generative Meter	Youmans 1983, Fitzgerald 1998	
WEEK 6			
2/21	Optimality Theory and Violable Constraints	McCarthy Doing OT CH 1, McCarthy 2007	
WEEK 7			
2/28	More Optimality Theory	TBA	
WEEK 8			
3/7	Constraint-based Analyses of Poetic Meter	Hayes and McEachern 1998, Hayes et al. 2012	
WEEK 9			
3/14	<b>SPRING BREAK – NO CLASS</b>		
WEEK 10			
3/21	Quantitative adjustments – lengthening and shortening processes	Prince 1990, Kager 1999 OT Ch 4	
WEEK 11			
3/28	Typological perspectives – Prosody and	Fitzgerald 2012	

	Tohono O'odham		
WEEK 12			
4/4	Harmonic Serialism	McCarthy 2010	
WEEK 13			
4/11	<b>INDIVIDUAL CONFERENCES</b>		
WEEK 14			
4/18	The Structure of Scientific Revolutions – Generative Meter	Kiparsky 1975	
WEEK 15			
4/25	<b>Student Presentations</b>		<i>Presentation</i>
WEEK 16			
5/2	<b>Student Presentations</b>		<i>Presentation</i>
5/9	<b>Papers due by 5:30 pm CST</b>		<i>Research Paper</i>

### Grading Policy:

Students must turn in work on time in order to receive full credit. Assignments turned in late will receive a deduction of a letter grade. Assignments more than one week late will be returned ungraded.

A- 90-92 %	B- 80-82 %	C- 70-72	D- 60-62%	F 59 or lower
A 93-96 %	B 83-86 %	C 73-76	D 63-66	
A+ 97-100 %	B+ 87-89	C+ 77-79	D+ 67-69	

### Course Policies

Class attendance is **required**. You are responsible for the material presented in class lectures and for any handouts passed out in class as well as for any work done in class; for your own benefit, come to class. But if you must miss a lecture, do the reading and homework, and get notes and information from another student.

Assignments are due at the beginning of class on the day listed in the schedule, and no later. No late assignments will be accepted without PRIOR approval. Even approved late submissions will receive a reduction in points.

### Important Academic and Administrative Policies

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Attendance Policy:** Students are expected to be on time and in class. Attendance is required.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be

referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there (<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

**Student Support Services Available** **Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/ses/fao>). **(Note: Students enrolled in graduate courses may not repeat a class to "replace" a grade).**

A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the UTA Registrar's Office (Davis Hall, First Floor) and complete a request to resign from the university.

**Auditors:** With instructor permission, Department of Linguistics and TESOL faculty, staff, and students currently enrolled in a linguistics/TESOL programs may be able to audit a course (with the permission of the professor). Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

## List of Required Course Readings

- Fitzgerald, Colleen M. 1998. The Meter of Tohono O'odham Songs. *International Journal of American Linguistics* 64: 1-36.
- Fitzgerald, Colleen M. 2012. Prosodic Inconsistency in Tohono O'odham. *International Journal of American Linguistics* (78:4).
- Hammond, Michael. 1993. Heavy Trochees in Choctaw Morphology. *Phonology* 10: 325-36.
- Hayes, Bruce. 1995. *Metrical Stress Theory*. The University of Chicago Press.
- Hayes, Bruce and Margaret MacEachern. 1998. Quatrain form in English folk verse. *Language* 74:3, p. 473-507.
- Hayes, Bruce, Colin Wilson, and Anne Shisko. 2012. Maxent grammars for the metrics of Shakespeare and Milton. *Language* 88:4: 691-731.
- Kager, René. 1999. *Optimality Theory*. Cambridge: Cambridge University Press. (ch 4)
- Kiparsky, Paul. 1975. Stress, Syntax and Meter. *Language* 51.576-616.
- Lombardi, Linda and John McCarthy. 1991. Prosodic circumscription in Choctaw morphology. *Phonology* 8:37-72.
- Prince, Alan. 1990. Quantitative Consequences of Rhythmic Organization. *Proceedings of Chicago Linguistic Society* 26: 355-398.
- McCarthy, John. 2007. What is Optimality Theory? *Language and Linguistics Compass* 1/4 (2007(: 260–291, 10.1111/j.1749-818X.2007.00018.x
- McCarthy, John. 2008. *Doing Optimality Theory*. Malden, MA: Wiley-Blackwell, (ch 1)
- McCarthy, John J. 2010. An Introduction to Harmonic Serialism. *Language and Linguistics Compass*, 4: 1001–1018. doi: 10.1111/j.1749-818X.2010.00240.x
- McCarthy, John and Alan Prince. 1986. *Prosodic Morphology*. Ms., University of Massachusetts, Amherst, and Brandeis University.
- Youmans, Gilbert. 1983. Generative tests for generative meter, *Language* 59: 67-92.