

LING 5321 Advanced Phonological Theory

Spring 2009

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Prerequisites: LING 5320
Section info: LING 5321 Section 001 TR 11 am – 12:20 pm, Trimble Hall 216
Required Text: Kager, René. 1999. *Optimality Theory*. Cambridge: Cambridge University Press.
Additional readings please see below

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 continue to solidify their ability to apply those skills in conference-style research presentations and papers. At this point, students will 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).

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 professional career.
- To provide sufficient exposure such that a student could pursue more advanced research (i.e., a qualifying paper, honors thesis, conference presentation)

Course Requirements:

1. 2 original research papers ("squibs") (40% each) (due April 2 and May 12)
2 Peer reviews of 2 papers (1 classmate for each paper) (5% each) (due to prof April 2 and May 12, but reviewer and writer must coordinate timing so that the draft of the paper is read by the reviewer and comments can be incorporated prior to turning in final paper)
3 Oral presentations for the handouts of these 2 research papers (5% each) – due at time of presentation
4. Attendance and Participation (two absences allowed; additional absences result in lowering a half-grade for each absence) (5% each)

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 (http://www.uta.edu/policy/hop/toc/stu_2-300.php) of our university allows a number of serious consequences for violations to the Code of Conduct for students, including: 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.

Academic Dishonesty: At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According the UT System Regents' Rules and Regulations, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

There is **ZERO TOLERANCE** of cheating and plagiarism in this class.

Cheating: Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore any student who fails to give credit for quotations or an essentially identical expression of material taken from books, encyclopedias, magazines, and other reference works, or from the themes, reports, or other writings of a fellow student or any other person, is guilty of plagiarism.

Research requirements: Each paper ("squib") must be no more than 12 pages double-spaced, Times (or Times Roman) 12 point font with 1 inch margins all around. This includes data and references. Students will peer critique each other's papers, and turn in the critique when the final paper is due. Students will give an oral presentation for each paper. The two squibs must deal with separate areas and each topic must receive instructor approval no later than two weeks (i.e., prosodic morphology, stress, syllables, features), and provide an original analysis. The second paper must address a topic in either reduplication/prosodic morphology or prosody/feet/meter. Students choose the specific phonological topics and languages of their papers within these parameters and with prearranged approval from the instructor. See the complete handouts on the paper and handouts.

Note: Professional behavior involves attending colleagues' research presentations. You are expected to be on-time and present on all days with guest lectures, and missing even one classmate's research presentation is likely to result in grade penalties of reduction of at least one letter grade per missed presentation.

Course Schedule:

Date	Topic	Reading Due	Assignment Due
WEEK 1	Optimality Theory: Goals and Assumptions		
1/20	Overview of course		
1/22	Writing about Research/Academic Expectations		
WEEK 2			
1/27	Review of metrical stress theory		
1/29	Review of Prosodic Morphology		
WEEK 3			
2/3	Introduction to Constraints	Kager Ch 1	
2/5	Cont'd		
WEEK 4			
2/10	Typology of Structural Changes	Kager Ch 2	
2/12	TBA – Guest Lecturer – Ashley Lober		
WEEK 5			
2/17	Finish Ch 2 in Kager		
2/19	OT and Syllables	Kager Ch 3	
WEEK 6			
2/24	Cont'd		
2/26	OT and Stress	Kager Ch 4	
WEEK 7			
3/3	Cont'd		
3/5	LINGUA conference –no class, conf attendance required		
WEEK 8	Reduplication Revisited		
3/10	OT and Reduplication	Kager Ch 5	
3/12	Guest lecture from Heather Beal		
WEEK 9			
3/17	SPRING BREAK – NO CLASS		
3/19	SPRING BREAK – NO CLASS		
WEEK 10			
3/24	Presentations		
3/26	Presentations		
WEEK 11			
3/31	Finish Ch 5 in Kager		
4/2	Output-Output Correspondence	Kager Ch 6	Final Version Paper 1 + Peer Review Due
WEEK 12	Meter and Phonological Theory		
4/7	Introduction to meter	Fabb 1997 Chs. 2-3	
4/9	Continued		
WEEK 13			

4/14 4/16	More on meter OT and Meter	Fabb 1997 Chs. 4-5 Hayes & MacEachern 1998; Golston and Riad 2000.	
WEEK 14	Prosody and its role in grammar		
4/21 4/23	Tohono O'odham and Prosodic Inconsistency Multiple Reduplications	Fitzgerald To appear Kennedy 2008	
WEEK 15			
4/28 4/30	Reduplication and prosody PRESENTATIONS	Gouskova 2007a, b	
WEEK 16			
5/5 5/7	PRESENTATIONS Catch-up day (if needed)		
5/12	11 – 1:30 PM, FINAL EXAM TIME NO EXAM, BUT FINAL MATERIALS DUE BY 1:30 PM		Paper 2 due + Peer Reviews due

Required Readings:

Fabb, Nigel. 1997. *Linguistics and Literature*. Basil Blackwell.

Fitzgerald, Colleen. To appear. Prosodic Inconsistency in Tohono O'odham. *International Journal of American Linguistics*.

Golston, Chris and Tomas Riad. 2005. "The phonology of Greek lyric meter." *Journal of Linguistics* 41: 77-115.

Gouskova, Maria. 2007a. The Reduplicative Template in Tonkawa. *Phonology* 24:3, pp. 367-396

Gouskova, Maria. 2007b. "DEP: Beyond Epenthesis." *Linguistic Inquiry* 38:4, pp. 759-770

Hayes, Bruce and Margaret MacEachern. 1998. "Quatrain form in English folk verse." *Language* 74:3, p. 473-507.

Kennedy, Robert. 2008. Evidence for morpho-prosodic alignment in reduplication. *Linguistic Inquiry* 39:4, pp. 589-614

Recommended Readings that Provide Additional Background or Foundation

Hayes, Bruce. 1995. *Metrical Stress Theory*. Chicago: The University of Chicago Press.

Hayes, Bruce. 1989. "The Prosodic Hierarchy in Meter," in *Rhythm and Meter*, P. Kiparsky, and G. Youmans, eds. 210-260.

McCarthy, John and Alan Prince. 1995. "Prosodic Morphology," in J. Goldsmith, ed., *The Handbook of Phonological Theory*. Massachusetts: Blackwell.

McCarthy, John. 2004. *Optimality Theory in Phonology: A reader*. Malden, MA.: Wiley Blackwell.

McCarthy, J. 2008. *Doing Optimality Theory*. Malden, MA.: Wiley Blackwell.

Additional Course Policies

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 course 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.

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation (Public Law 93112, The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled the "Americans With Disabilities Act" (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

All members of the UTA faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. As a student, your responsibility rests with informing the instructor at the beginning of the semester (you must inform me in writing (e-mail is fine) no later than Tuesday, September 9, 2008) and in providing authorized documentation through designated administrative channels; for more information, contact UTA's Office of Students with Disabilities (located in the Lower Level of University Center).

According to Department of Linguistics and TESOL policy, "unofficial" or "informal" requests for accommodations (i.e., those not recorded by the Office of Students with Disabilities) cannot be honored.

Academic Dishonesty: see statement above

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for information and referrals.

Enrolling in / Withdrawing from this Course: Students are responsible for making all decisions regarding their enrollment status in UTA courses. Should you decide to withdraw from this course, you must either (1) drop via the internet through the MyMav system or (2) complete an official "add/drop" and file it in the Linguistics and TESOL department office. Any student who stops attending class and/or fails to complete assigned work will not be "automatically" dropped; in such cases, unless you officially withdraw, you will receive a grade of F. (Note: Students enrolled in graduate courses may not "replace" a grade; all grades are permanent.)

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: The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled a degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examination may do so (with the permission of the professor).

Gifts to Faculty: The Department of Linguistics and TESOL has a strict "no gift" policy: instructors may not accept gifts of any kind from students, including meals, food, or flowers. All linguistics instructors have been instructed to refuse gifts. Students can avoid placing their instructors in an awkward position by not offering them any gifts. Students wishing to honor their professors may make a contribution to the LING-TESOL Scholarship Fund; visit the department office (Hammond Hall 403) and ask for a "Gift Giving Guide."