

LING 5321 Advanced Phonological Theory

Spring 2011

Syllabus and Course Policies

Instructor: Dr. Colleen Fitzgerald
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Prerequisites: LING 5320
Section info: LING 5321 Section 001 TR 9:30 am – 10:50 pm, Trimble Hall 218
Required Texts: Kager, René. 1999. *Optimality Theory*. Cambridge: Cambridge University Press.
McCarthy, J. 2008. *Doing Optimality Theory*. Malden, MA.: Wiley Blackwell.

Additional Required Readings Harmonic Serialism Supplement to *Doing Optimality Theory*
(http://works.bepress.com/john_j_mccarthy/108/)
Hayes, Bruce and Margaret MacEachern. 1998. "Quatrain form in English folk verse." *Language* 74:3, p. 473-507.
TBA: I have left the last few weeks of the semester open to choose a topical readings that speak to interests of students in the class.

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)

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 Requirements:

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| 1. 3-4 short homework assignments applying Optimality Theory (10% total- to be apportioned by assignments); homework assignments will be given one week prior to due dates |
| 2. 3 squibs (30% total; 10% each) |
| 3. Expansion of one of the squibs or assignments into a longer research paper (15% of the grade) |
| 4. Refinement of the expanded paper into a final research paper (35% toward final grade) |
| 5. Conference-style oral presentation plus handout of the longer research paper (10%) (Mini-conference date 5/7) |

Mini-Conference Proposal: To foster an environment that encourages students to pursue phonological research, we will be doing all our class presentations on a single day chosen by the students. This date will be Saturday May 7, from 11 am – 5 pm. We hold a mini-conference and invite those interested (from outside our class) to attend. Promise me, this would be fun. (Food and coffee and drinks are promised, just like a real conference.) This would be a great way to help develop camaraderie, professional skills, and network with other phono-minded people. It might even lead to you working on the paper more and then doing a conference somewhere else! ☺

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 (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.

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. The squibs must deal with separate areas in phonology (i.e., they cannot all be on stress). Prior to selecting the paper to be expanded, students must schedule a meeting with the instructor for approval of the

expansion. Students should choose the specific phonological topics and languages of their papers within these parameters. See the complete handouts on the paper and handouts.

Recent issues of *Linguistic Inquiry* that contain squibs of a phonological nature:

<http://www.mitpressjournals.org/toc/ling/41/1>

<http://www.mitpressjournals.org/toc/ling/40/3>

<http://www.mitpressjournals.org/toc/ling/38/4>

<http://www.mitpressjournals.org/toc/ling/38/2>

<http://www.mitpressjournals.org/toc/ling/37/2>

<http://www.mitpressjournals.org/toc/ling/37/1>

Approximate Course Schedule for Topics (note that homework assignments are not on here, as they will be announced in class)

Date	Topic	Reading Due	Assignment Due
WEEK 1	Optimality Theory: Goals and Assumptions		
1/18	Overview of course; writing about Research/Academic Expectations		
1/20	Introduction to Optimality Theory	McCarthy 1	
WEEK 2			
1/25	Introduction to Constraints	Kager Ch 1	
1/27	Typology of Structural Changes	Kager Ch 2	
WEEK 3			
2/1	Weather cancellation		
2/3	Weather cancellation		
WEEK 4			
2/8	Finish Ch 2 in Kager		Squib 1 due
2/10	Research Day		
WEEK 5			
2/15	OT and Syllables	Kager Ch 3	
2/17			
WEEK 6			
2/22	Cont'd		
2/24	OT and Stress	Kager Ch 4	
WEEK 7			
3/1	Cont'd		Squib 2 due
3/3	Cont'd		
WEEK 8			
3/8	OT and Reduplication	Kager Ch 5	
3/10	Cont'd		
WEEK 9			
3/15	SPRING BREAK – NO CLASS		
3/17	SPRING BREAK – NO CLASS		
WEEK 10			

3/22 3/24	Generative Meter Meter and Gradient Constraints	Ch 2 of Horn dissertation Hayes and MacEachern 1998	Squib 3 due to peer reviewer
WEEK 11			
3/29	Cont'd		Revised Squib #3 due to CF
3/31	Constructing OT Analyses	McCarthy Ch 2 (1 st half)	
WEEK 12			
4/5	Continued	McCarthy Ch 2 (2 nd half)	
4/7	Output-Output Correspondence	Kager Ch 6	
WEEK 13			
4/12	continued		
4/14	Developing new constraints	McCarthy Ch 4	
WEEK 14			
4/19	Universals and Typology	McCarthy Ch 5	Expanded Squib Due – Must read McCarthy Ch 3 prior to this point
4/21	Learnability	Kager Ch 7	
WEEK 15			
4/26	Residual and Further Issues	Kager Ch 9 & McCarthy Ch 6	
4/28	Harmonic Serialism	McCarthy supplement	
WEEK 16			
5/3 5/5	TBA No Class – Research day		
5/7 5/14	Mini-Conference – Final presentations Papers due by midnight	11 am – 5 pm, location TBA	

Additional Course Policies

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	

Attendance Policy: Students are expected to be on time and in class. Two absences are permitted without a negative effect on the grade, provided that students turn in any work on time. Additional absences will result in lowering a half-grade for each absence.

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 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 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.

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: The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

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.

Librarian to Contact: Jody Bailey, MA, MLIS
Central Library, Room 312
jbailey@uta.edu
<http://libguides.uta.edu/profile/jodybailey>
Ph: 817.272.7516

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.