

## Advanced Phonology (Ling 401)

Fall 2018

MW 2:00pm–3:20pm

GFS 213

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<b>Instructor</b>	Brian Smith Postdoctoral teaching fellow
<b>Office hours</b>	Wednesdays and Thursdays 3:30–4:30 (and by appointment) in GFS 301C
<b>Contact info</b>	E-mail: bsmith88@usc.edu Replies take up to 36 hours. Please e-mail rather than messaging on Blackboard.

### COURSE DESCRIPTION

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In this course, students engage in advanced study of topics in phonology. The emphasis is on **theory development**: the process by which formal models are evaluated and revised in order to meet empirical and conceptual goals. We focus in particular on **constraint-based** frameworks, especially Optimality Theory (OT: Prince and Smolensky 1993/2004), which is the major competitor to **rule-based** frameworks in the tradition of Chomsky and Halle's (1968) *Sound Pattern of English*. We will survey the motivations for adopting OT, and become familiar with its formal architecture, some of the results it has achieved, and some of its shortcomings. Constraint-based frameworks excel at making predictions about **phonological typology**, and this course will involve data from many familiar and unfamiliar languages, especially regarding syllabification, stress, and reduplication.

Prerequisites: Introduction to Phonetics and Phonology (Ling 301)

### TEXTBOOK AND HANDOUTS

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There are two required textbooks. I'll post the readings for the first two weeks online, but after that, you'll need to acquire the readings for yourself.

- *Doing Optimality Theory* (John J. McCarthy 2008)
- *Optimality Theory* (René Kager 1999)

There is a course site on Blackboard where you can find class handouts and supplemental readings.

Since someone always asks: most class materials are typeset in Noto Serif, which is an open-source font with complete IPA support. (If you don't like Noto, a great alternative is any IPA-compatible font developed by SIL International, especially Charis SIL.)

## REQUIREMENTS

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1. Participation — which is absolutely required for success.
  - Attendance won't count directly towards your grade, but:
    - You're accountable for everything discussed in class.
    - Important announcements may be made at the beginning of class.
    - There is a lot of in-class problem solving.
  - So, if you miss class, make sure you talk to someone who was there.
  - You are also required to come to office hours or meet with me one-on-one once during the first two weeks of class.
2. Weekly readings — which provide background knowledge for class.
  - Not every part of the readings is discussed, but you are encouraged to take notes on the readings and bring questions to class or office hours.
  - There is some overlap between the two textbooks, which means that sometimes you will read things you already know. This is a good thing!
  - For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester. Budget six hours per week for readings and homework.
3. Weekly quizzes — which provide feedback to guide your studies.
  - Quizzes test assigned readings or class material.
  - There is a quiz **every Monday**, 2:00pm–2:15pm.
  - The lowest two quiz grades are dropped. If you miss class due to illness or an emergency, you can make-up or drop a quiz grade, but only if you have documentation.
  - Quizzes are graded on a 5-point scale.
4. Six homework assignments — which provide hands-on practice with classroom concepts, and practice for the final paper.
  - There is about one every two weeks, announced one week before it's due.
  - You may collaborate with others, but you must write up and submit your own solution.
  - Submit **hard copies at the beginning of class** on the assigned due date.
  - Assignments are returned in class within seven days of submission.
5. A midterm exam — which assesses your knowledge in a non-collaborate environment.
  - The midterm covers the first half of the course.
  - The exam will be held during class on 10/17, 2:00pm–3:20pm.

6. A final paper — which gives you the opportunity to apply and demonstrate the skills you’ve learned in class.
- In the paper, you will:
    - Describe a phonological pattern from some language (taken from a grammar or published paper).
    - Write a rule-based analysis of the pattern.
    - Write a constraint-based analysis of the pattern.
    - Compare the rule-based and constraint-based analysis, and argue on behalf of one over the other.
  - The paper will be 6–12 pages (double-spaced), including data and references. Ask me if you anticipate submitting more than 12 pages.
  - Meet with me in person for approval of your topic by 10/24.
  - As part of the final paper grade, you will submit a paper proposal by 10/31, which contains a description of the pattern and a rule-based analysis.
  - The paper will be submitted online on or before 12/6.

#### GRADE BREAKDOWN

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Participation and readings	10%
Quizzes (lowest dropped)	15%
Six assignments	30%
Midterm exam (on 10/17)	20%
Final paper (due 12/6)	25%

#### GRADING SCALE

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A-	90-92	A	93-100		
B-	80-82	B	83-86	B+	87-89
C-	70-72	C	73-76	C+	77-79
D-	60-62	D	63-66	D+	67-69
F	0-59				

#### IMPORTANT DATES

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9/3	Labor Day – no classes
8/29	Deadline to meet with me in office hours at least once
10/10	Midterm exam
10/24	Deadline for in-person approval of paper topic
10/31	Written paper proposal due
11/21–11/25	Thanksgiving Holiday – no classes
12/06	Due date for final paper

## SCHEDULE (UPDATED ON 9/24)

The schedule may be updated again, depending on the pace of class. So far, we're moving faster than anticipated. Changes to readings or due dates will be announced in class.

DOT = McCarthy (2008): *Doing Optimality Theory*

Kager = Kager (1999): *Optimality Theory*

Read before class		Topic	Quizzes/Deadlines	
	UNIT 1: WHY AND HOW TO BUILD AND OT ANALYSIS			
Mon 8/20	Odden (2011) pp. 1–12 (to end of 2.2)	<b>Week 1: Review and defining phonology</b> — Review of phonemic analysis, distributions, rules — The goals of phonology		Mon 8/20
Wed 8/22	Review chapters from Kennedy textbook			Wed 8/22
Mon 8/27	DOT pp. 1–13 (to end of 1.2)	<b>Week 2: Constraints and rules</b> — Expansion conventions — The conspiracy problem and constraints — A conceptual crisis	In-class quiz #1	Mon 8/27
Wed 8/29	DOT pp. 13–28 (to end of 1.8)		Deadline to meet with Brian in office hours	Wed 8/29
Wed 9/5	Kager pp. 1–13 (to end of 1.2.5)	<b>Week 3: Core assumptions of OT</b> — Gen, Con, Eval — What is Universal Grammar?	HW #1 due: Rule-based analysis	Wed 9/5
Mon 9/10	Kager pp. 14–27 (to end of 1.4.4)	<b>Week 4: Nuts and bolts of OT</b> — The selection problem and the ranking problem — Ranking arguments	In-class quiz #2	Mon 9/10
Wed 9/12	DOT pp. 30–72 (to end of 2.3)			Wed 9/12
	UNIT 2: INTRODUCTION TO TYPOLOGY IN OT			
Mon 9/17	DOT pp. 72–95 (to end of 2.8)	<b>Week 5: Contrast</b> — Typology of contrast — Segmental distributions	In-class quiz #3	Mon 9/17
Wed 9/19	Kager pp. 43–48 (to end of 1.9)		HW #2 due: OT problem 1	Wed 9/19

Read before class		Topic	Quizzes/Deadlines	
Mon 9/24	Kager pp. 91–109 (to end of 3.3.3)	<b>Week 6: Syllables</b> — Typology of syllable structure	In-class quiz #4	Mon 9/24
Wed 9/26	Kager pp. 109–124 (to end of 3.4.2)			Wed 9/26
Mon 10/1	DOT pp. 166–174, 212–214, 247–250	<b>Week 7: Constraints</b> — Justifying constraints: formally, functionally, typologically — Generalized alignment — Correspondence theory — Positional faithfulness	In-class quiz #5	Mon 10/1
Wed 10/3	Kager pp. 53–78 (to end of 2.2)		HW #3 due: Syllable nucleus typology	Wed 10/3
	UNIT 3: STRESS AND METRICAL PHONOLOGY			
Mon 10/8	Gordon (2011) (skip 3.1, 3.2)	<b>Week 8: Stress I</b> — Diagnosing stress patterns — Quantity-insensitive stress systems	In-class quiz #6	Mon 10/8
Wed 10/10	Kager pp. 161–171 (to end of 4.4.4)			Wed 10/10
Mon 10/15	DOT pp. 137–164 (Chapter 3)	<b>Week 9: Writing and midterm</b> — Writing and responsible scholarship — Midterm	In-class quiz #7	Mon 10/15
Wed 10/17	Midterm		Midterm	Wed 10/17
Mon 10/22	Kager pp. 146–161 (to end of 4.3.3)	<b>Week 10: Stress II</b> — Quantity-sensitive stress systems	In-class quiz #8	Mon 10/22
Wed 10/24				Wed 10/24
	UNIT 4: PROSODIC MORPHOLOGY			
Mon 10/29	Kager pp. 194–205 (to end of 5.2.1)	<b>Week 11: Templates</b> — The Emergence of the Unmarked — Templates	In-class quiz #9 HW #4 due	Mon 10/29
Wed 10/31	Kager pp. 205–216 (to end of 5.2.5)		Paper proposal due	Wed 10/31
Mon 11/5	Kager pp. 216–230 (to end of 5.5)	<b>Week 12: Reduplication</b> — A typology of reduplication — B–R Correspondence	In-class quiz #10	Mon 11/5
Wed 11/7	Kager pp. 230–252		HW #5 due: stress	Wed 11/7

Read before class		Topic	Quizzes/Deadlines	
	UNIT 5: CURRENT ISSUES IN PHONOLOGY			
Mon 11/12	DOT pp. 266–271 (to end of 6.4)	<b>Week 13: Over- and undergeneration</b> — Opacity and transparency — The Too-Many-Solutions Problem — Serial evaluation and Harmonic Serialism	In-class quiz #11	Mon 11/12
Wed 11/14	DOT pp. 274–277		HW #6 due: Somali	Wed 11/14
Mon 11/19	Kager pp. 296–324	<b>Week 14: Learning</b> — Learning constraint rankings via algorithm — Recursive Constraint Demotion	In-class quiz #12	Mon 11/19
Mon 11/26		<b>Week 15: Variation</b> — Phonological variation — Weighted constraints — Harmonic Grammar and MaxEnt	In-class quiz #13	Mon 11/26
Wed 11/28				Wed 11/28

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)