> ### Land Acknowledgement
>
> McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.

LING 631: Phonology 3

Course Information

Instructor:	Roger Yu-Hsiang Lo (`roger.lo@xxx.yyy`)
Credits:	3
Time:	Tues/Thur 11:00 AM–12:30 PM
Location:	TBD
Online discussion forum:	TBD
Instructor office hours:	By appointment

Course Overview

This course aims to deepen students' understanding of contemporary phonological theory and analysis. We will survey core topics in phonology by engaging with journal articles and book chapters, focusing on key conceptual and theoretical claims, as well as on the formal implementation of these concepts in analyzing specific phonological phenomena. Assignments will provide students with hands-on experience in constructing arguments and developing analyses, allowing them to apply theoretical concepts and formal methods to real phonological data.

Prerequisites

LING 331 Phonology 1 and *LING 531 Phonology 2*, or their equivalents. Please consult me if you have not satisfied these prerequisites but still want to take the course.

Course Materials

There is no required textbook; readings will be made available through myCourses. See Tentative Schedule & Topical Outline for the assigned reading for each week. A list of assigned journal articles and handbook chapters is attached to the end of this syllabus for easy reference.

Many assigned readings are drawn from the following textbooks and handbooks, which are useful supplementary resources if you are thinking about pursuing research related to phonology:

- de Lacy, Paul, ed. 2007. *The Cambridge handbook of phonology*. Cambridge: Cambridge University Press. (eBook from the library)

- Goldsmith, John A., ed. 1995. *The handbook of phonological theory*. Cambridge, MA: Blackwell.

- Goldsmith, John, Jason Riggle, and Alan C. L. Yu, ed. 2011. *The handbook of phonological theory*. West Sussex: Wiley-Blackwell, 2nd edition. (eBook from the library)

- Kager, René. 1999. *Optimality theory*. Cambridge University Press. (eBook from the library)

- Kenstowicz, Michael. 1994. *Phonology in generative grammar*. Hoboken, NJ: Blackwell. (Print book from the library)

- McCarthy, John J. 2002. *A thematic guide to Optimality Theory*. Cambridge: Cambridge University Press. (eBook from the library)

- McCarthy, John J. 2008. *Doing Optimality Theory: Applying theory to data*. Malden, MA: Blackwell. (eBook from the library)

- van Oostendorp, Marc, Colin J. Ewen, Elizabeth Hume, and Keren Rice, ed. 2011. *The Blackwell companion to phonology*. Hoboken, NJ: Wiley-Blackwell. (eBook from the library)

Course Format

As is standard for graduate courses, this course is discussion based, using the issues raised in the assigned readings as anchors. As such, everyone is expected to participate in the discussion and to contribute to the understanding of the material for the whole class. We will also explore and analyze some data together to illustrate relevant concepts.

Assessment

- **Homework assignments** (50%; 10% per assignment): There will be **5** homework assignments over the course of the term, roughly one every other week. The assignments are typically in the form of analytical problem sets, which require you to describe and then analyze specific phonological patterns.

  You are free to **collaborate and communicate** with your colleagues on the assignments, but you still need to **write up your own solution independently**. Also, please indicate any collaborators on your assignment if you have any.

  These assignments will be posted on the myCourses site and are **due before the class meeting time at 11 AM** (see the Tentative Schedule & Topical Outline below for specific dates). Late submission will **NOT** be accepted, that is, you will receive a mark of zero if you miss the cut-off time. The assignments must be typed and submitted as PDF files on myCourses.

  Please also read the Use of generative artificial intelligence (GenAI) tools section for the use of GenAI tools on the assignments.

- **Final project** (30%): The final project, inspired by Gunnar Ólafur Hansson, involves creating a data set suitable for a second-level undergraduate phonology course (e.g., *LING 531 Phonology 2*). Detailed instructions for the project will be shared separately, but the project will be broken down into the following incremental components:

  1. **Establish criteria**: Determine the criteria for selecting a grammar and creating a high-quality data set;
  2. **Select a grammar**: Choose a descriptive grammar (or a set of grammars) for a language of your choice;

3. **Describe alternations**: Outline the sound inventory of the language and identify at least two phonological alternations from the descriptive grammar;

4. **Develop a problem set**: Select one of the identified alternations and convert the relevant data into a problem set;

5. **Draft an analysis**: Propose your own analysis for the data and prepare it as an answer key;

6. **Provide peer feedback**: Offer feedback on a classmate's analysis of the same data (one of the assignments will be for each student to complete another student's problem set);

7. **Revise the problem set**: Refine the problem set based on your own and your classmate's experiences of analysis.

These components will be due throughout the term (see the Tentative Schedule & Topical Outline below for specific due dates) so that you can get feedback along the way.

- **In-class participation** (20%): You are expected to actively participate in the in-class discussion for each paper. This includes both leading discussions and being engaged when others are leading. At the beginning of each class, I will announce the leader of that day's discussion; each person will lead discussions roughly the same number of times by the end of the term. As a leader, you are not expected to understand everything in the article, but you should be prepared to give a brief summary of the assigned reading and to have a couple of questions for discussion. It is everyone's responsibility, however, to participate in the discussion by contributing additional thoughts and questions.

At the end of the term, you will be asked to anonymously evaluate the participation of everyone (yourself included!) using the following three brackets:

Category	Description
Excellent	- Always prepared and contributed productively to discussion - Performed well both as a leader and as a follower - Able to contribute new ideas or encourage others to share ideas - Positive and respectful
Satisfactory	- Generally prepared and contributed from time to time - Might have had some issues as a leader or as a follower
Unsatisfactory	- Often unprepared or did not contribute properly to discussion - Performed poorly as a leader or as a follower - Domineering or disrespectful

Altogether, 30% of the participation grade will be based on your own assessment, 30% will be based on your peers' assessment, and 40% will be based on my evaluation of your performance.

Grading Scale

Percentage grades will be assigned for all assessments and converted to final letter grades based on the scale published by the university:

Letter grade	% grade	Definition
A	85–100	Excellent performance
A−	80–84	
B+	75–79	Good performance
B	70–74	
B−	65–69	
C+	60–64	Satisfactory performance
C	55–59	
D	50–54	
F	0–49	Unsatisfactory performance (fail)

Communication

For course-related questions, please follow these steps for the quickest response:

1. Consult this syllabus.

2. Post your question on the online discussion forum or ask classmates.

3. Meet with me during office hours.

For personal questions, feel free to email me directly. I aim to respond within 48 hours.

Accessibility

- **Accommodation for students with disabilities**: Students requiring academic accommodations due to a disability or medical condition should reach out to Student Accessibility & Achievement. More information is available on this page.

- **Well-being**: Being a student at any level can be challenging. You should always prioritize your well-being if you experience physical or psychological difficulties. Please refer to Student Wellness Hub for resources provided by the university.

McGill Policy Statements

Academic integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures. (See McGill's guide to academic honesty for more information.)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires. (Pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill.)

Language of submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

Copyright

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Use of generative artificial intelligence (GenAI) tools

You may choose to use GenAI tools as you work through the assignments in this course. However, you should be aware that the code/text generated by GenAI may by inaccurate, biased, or incomplete. You are ultimately accountable for the work you submit, and any content generated or supported by an artificial intelligence tool must be documented appropriately. The documentation should include what tool(s) were used, how they were used, and how the results from the GenAI were incorporated into the submitted work.

Extraordinary circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or assessment tasks in this course are subject to change and students will be advised of the change.

Tentative Schedule & Topical Outline

Wk #	Date	Topics	Readings	Due
1	08/29 (Thur)	Course overview		
2	09/03 (Tues)	Introduction to theoretical phonology	Goldsmith (1995)	
	09/05 (Thur)	Models of phonology	Odden (2011)	Proj. 1

[continued on the next page]

Wk #	Date	Topics	Readings	Due
3	09/10 (Tues)	Basics of OT	McCarthy (2007)	
	Tuesday, September 10, is the add/drop deadline			
	09/12 (Thur)	Optimality and constraint interaction	Prince and Smolensky (2004b,a)	Proj. 2
4	09/17 (Tues)	Levels of representation	Cole and Hualde (2011)	
	09/19 (Thur)	Phonological relationships	Hall (2013)	HW 1
5	09/24 (Tues)	Distinctive features	Mielke (2011)	
	09/26 (Thur)	Feature geometry	Clements and Hume (1995)	Proj. 3
6	10/01 (Tues)	Feature (under)specification	Archangeli (2011)	
	10/03 (Thur)	Markedness	Steriade (1995)	HW 2
7	10/08 (Tues)	Tone	Hyman (2011)	
	10/10 (Thur)	Autosegmental	Hyman (2006)	Proj. 4
	10/15 (Tues) 10/17 (Thur)	Fall reading break (no class)		
8	10/22 (Tues)	Harmony	Hansson (2010)	
	10/24 (Thur)	Assimilation and dissimilation	Bennett (2015)	HW 3
9	10/29 (Tues)	Syllable	Goldsmith (2011)	
	10/31 (Thur)	Weight	Ryan (2016)	Proj. 5
10	11/05 (Tues)	Mora	Hayes (1989)	
	11/07 (Thur)	Stress and metricality	Kager (2007)	HW 4
11	11/12 (Tues)	Variation	Coetzee and Pater (2011)	
	11/14 (Thur)	Gradience	Ernestus (2006)	
12	11/19 (Tues)	Weighted constraints I	Pater (2009)	
	11/21 (Thur)	Harmonic Serialism	McCarthy (2010)	Proj. 6
13	11/26 (Tues)	Phonology-morphology interface	Inkelas (2011)	
	11/28 (Thur)	Phonology-phonetics interface	Ladd (2011)	HW 5
14	12/03 (Tues)	What's next		
	12/10 (Tues)	Finalized project due by 5:00 PM (Proj. 7)		

Readings

Archangeli, Diana. 2011. Feature specification and underspecification. In *The Blackwell companion to phonology*, ed. Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice, volume I, chapter 7, 148–170. Hoboken, NJ: Wiley-Blackwell.

Bennett, William G. 2015. Assimilation, dissimilation, and surface correspondence in Sundanese. *Natural Language & Linguistic Theory* 33:371–415.

Clements, G. N., and Elizabeth V. Hume. 1995. The internal organization of speech sounds. In *The handbook of phonological theory*, ed. John A. Goldsmith, chapter 7, 245–306. Cambridge, MA: Blackwell.

Coetzee, Andries W., and Joe Pater. 2011. The place of variation in phonological theory. In *The handbook of phonological theory*, ed. John Goldsmith, Jason Riggle, and Alan C. L. Yu, chapter 13, 401–434. West Sussex: Wiley-Blackwell, 2nd edition.

Cole, Jennifer, and José Ignacio Hualde. 2011. Underlying representations. In *The Blackwell companion to phonology*, ed. Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice, volume I, chapter 1, 1–26. Hoboken, NJ: Wiley-Blackwell.

Ernestus, Mirjam. 2006. Statistically gradient generalizations for contrastive phonological features. *The Linguistic Review* 23:217–233.

Goldsmith, John. 1995. Phonological theory. In *The handbook of phonological theory*, ed. John A. Goldsmith, chapter 1, 1–23. Cambridge, MA: Blackwell.

Goldsmith, John. 2011. The syllable. In *The handbook of phonological theory*, ed. John Goldsmith, Jason Riggle, and Alan C. L. Yu, chapter 6, 164–196. West Sussex: Wiley-Blackwell, 2nd edition.

Hall, Kathleen Currie. 2013. A typology of intermediate phonological relationships. *The Linguistic Review* 30:215–275.

Hansson, Gunnar Ólafur. 2010. A cross-linguistic typology of consonant harmony. In *Consonant harmony: Long-distance interaction in phonology*, chapter 2, 29–135. Berkeley, CA: University of California Press.

Hayes, Bruce. 1989. Compensatory lengthening in moraic phonology. *Linguistic Inquiry* 20:253–306.

Hyman, Larry M. 2006. Word-prosodic typology. *Phonology* 23:225–257.

Hyman, Larry M. 2011. The representation of tone. In *The Blackwell companion to phonology*, ed. Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice, volume I, chapter 45, 1078–1102. Hoboken, NJ: Wiley-Blackwell.

Inkelas, Sharon. 2011. The interaction between morphology and phonology. In *The handbook of phonological theory*, ed. John Goldsmith, Jason Riggle, and Alan C. L. Yu, chapter 3, 68–102. West Sussex: Wiley-Blackwell, 2nd edition.

Kager, René. 2007. Feet and metrical stress. In *The Cambridge handbook of phonology*, ed. Paul de Lacy, chapter 9, 195–227. Cambridge: Cambridge University Press.

Ladd, D. R. 2011. Phonetics in phonology. In *The handbook of phonological theory*, ed. John Goldsmith, Jason Riggle, and Alan C. L. Yu, chapter 11, 348–373. West Sussex: Wiley-Blackwell, 2nd edition.

McCarthy, John J. 2007. What is Optimality Theory? *Language and Linguistics Compass* 1:260–291.

McCarthy, John J. 2010. An introduction to Harmonic Serialism. *Language and Linguistics Compass* 4:1001–1018.

Mielke, Jeff. 2011. Distinctive features. In *The Blackwell companion to phonology*, ed. Marc van Oosten-dorp, Colin J. Ewen, Elizabeth Hume, and Keren Rice, volume I, chapter 17, 391–415. Hoboken, NJ: Wiley-Blackwell.

Odden, David. 2011. Rules vs. constraints. In *The handbook of phonological theory*, ed. John Goldsmith, Jason Riggle, and Alan C. L. Yu, chapter 1, 1–39. West Sussex: Wiley-Blackwell, 2nd edition.

Pater, Joe. 2009. Weighted constraints in generative linguistics. *Cognitive Science* 33:999–1035.

Prince, Alan, and Paul Smolensky. 2004a. Optimality in grammar: Core syllabification in Imdlawn Tashlhiyt Berber. In *Optimality Theory: Constraint interaction in generative grammar*, chapter 2, 14–26. Malden, MA: Blackwell.

Prince, Alan, and Paul Smolensky. 2004b. Preliminaries. In *Optimality Theory: Constraint interaction in generative grammar*, chapter 1, 1–10. Malden, MA: Blackwell.

Ryan, Kevin M. 2016. Phonological weight. *Language and Linguistics Compass* 10:720–733.

Steriade, Donca. 1995. Underspecification and markedness. In *The handbook of phonological theory*, ed. John A. Goldsmith, chapter 4, 114–174. Cambridge, MA: Blackwell.