

## **Associated Canadian Theological Schools**

### **LIN 586: Advanced Phonological Analysis**

Dr. Rod Casali  
Spring 2012  
3 credit hours  
Prerequisites: LING 310 and LING 330, or  
equivalent courses (Min. grades B-)  
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MWF 10:00 – 10:50 am  
Classroom: CanIL 208

#### **I. Course Description**

This course introduces students to advanced concepts of phonological theory. Employing the theoretical models they are learning, students develop a clearer understanding of the typological behavior of phonological systems by analyzing data from a variety of languages. Students are also taught how to integrate insights from phonological theory into the development of practical orthographies.

#### **II. Objectives**

By the end of this course, each student should:

- 1) be able to analyze phonetic data with a view to discovering significant generalizations and underlying forms.
- 2) be able to apply current phonological theory to problem solving.
- 3) gain a better appreciation for the range of typological variation found in sound systems of the world's languages and its significance both for linguistic theory and for practical descriptive fieldwork.
- 4) be able to apply sound principles of orthography development to phonological systems.
- 5) gain a better appreciation for the Designer of the complex and beautiful patterns found in human languages.

#### **III. Course Textbooks**

There is no textbook for the course. Rather, a set of required readings will be compiled from a variety of sources (see below).

#### **IV. Course Assignments**

There will be a number of homework exercises assigned throughout the course. A number of different reading selections will also be assigned, some of which will require reading reports (1-2 pages) to be turned in. In the case of reading selections for which no reading report is required, students will be asked to turn in a signed statement saying that they have read the particular selection. A tentative schedule of readings and homework exercises (subject to possible occasional changes with respect to both due dates and content) appears as an appendix to this syllabus.

A mid-term exam will be given at approximately the half-way point of the semester. It will consist of multiple-choice, short answer, and long answer questions.

A final exam will be given at the end of the course. It will be similar in format to the mid-term and will be comprehensive.

#### **Student grades will be determined as follows:**

	<b>Task:</b>	<b>Comments:</b>	<b>Value:</b>
<b>1.</b>	Reading	Reading reports to be turned in	15%
<b>2.</b>	Exercises	Assignments to be turned in	35%
<b>3.</b>	Mid-term examination		20%
<b>4.</b>	Final examination	Comprehensive	30%

#### **Grading Scale**

A+ 97-100	B+ 87-89	C+ 77-79	F 0-69
A 93-96	B 83-86	C 73-76	
A- 90-92	B- 80-82	C- 70-72	

#### **Late Assignment Policy**

All homework assignments are due at the beginning of the class period on the indicated date. Unexcused late assignments will incur grading penalties as described below.

- For assignments less than 5 calendar days late, 15% will be deducted from the grade.
- For assignments more than 5 calendar days late, 25% will be deducted from the grade.

If because of exceptional circumstances you realize that it is not going to be possible to turn in assigned work when it is due, please make every reasonable effort to discuss this with me *before* the assignment due date.

**V. Tentative Course Outline**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
1	Wednesday 1/11	Introduction. Background: Generative phonology
1	Friday 1/13	Phonological features
2	Monday 1/16	Review of rule-based phonology: Tangale exercise
2	Wednesday 1/18	Review of rule-based phonology: Tangale exercise
2	Friday 1/20	Introduction to optimality theory
3	Monday 1/23	Introduction to optimality theory
3	Wednesday 1/25	Introduction to optimality theory
3	Friday 1/27	Tangale problem in optimality theory
4	Monday 1/30	Tangale problem in optimality theory
4	Wednesday 2/1	Case study 1 – syllable structure
4	Friday 2/3	Case study 1 – syllable structure
5	Monday 2/6	Case study 2 – hiatus resolution
5	Wednesday 2/8	Case study 2 – hiatus resolution
5	Friday 2/10	Case study 2 – hiatus resolution
6	Monday 2/13	Selected theoretical issues
6	Wednesday 2/15	Selected theoretical issues
6	Friday 2/17	Selected theoretical issues
7	Monday 2/20	Stratal optimality theory
7	Wednesday 2/22	Stratal optimality theory
7	Friday 2/24	<b>Midterm</b>
<b>8</b>	<b>Monday 2/27</b>	<b>Reading week</b>
<b>8</b>	<b>Wednesday 2/29</b>	<b>Reading week</b>
<b>8</b>	<b>Friday 3/2</b>	<b>Reading week</b>
9	Monday 3/5	Stratal optimality theory
9	Wednesday 3/7	Case study 3 – Vowel harmony
9	Friday 3/9	Case study 3 – Vowel harmony
10	Monday 3/12	Case study 3 – Vowel harmony
10	Wednesday 3/14	Case study 4 – Tone
10	Friday 3/16	Case study 4 – Tone
11	Monday 3/19	Case study 4 – Tone
11	Wednesday 3/21	Case study 5 – Stress
11	Friday 3/23	Case study 5 – Stress
12	Monday 3/26	Case study 5 – Stress
12	Wednesday 3/28	Orthography
<b>12</b>	Friday 3/30	Orthography
<b>13</b>	Monday 4/2	TBA
13	Wednesday 4/4	TBA ( <b>last day of classes for ACTS students</b> )
13	Friday 4/6	TBA
14	Monday 4/11	Review for final exam ( <b>4/9 is Easter Monday</b> )
	TBA	<b>Final Exam</b>

Supplement: Important Academic Notes from ACTS

**Web Support – Student Portal** <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

**Campus Closure**

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

**Paper Formatting**

Students need to adhere to Turabian format except in counseling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counseling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

**Appendix – Tentative Schedule of Homework and Reading Assignments**

Detailed instructions for each homework assignment and general reading report guidelines will be distributed in class and/or made available on MyCourses.

Week	Due Dates	Exercises	Reading and reading reports
1	Fri., Jan. 13		Cahill (1998), with reading report. Optional: Steriade (1995).
2	Wed., Jan. 18 Fri., Jan. 20	Exercise Set 1 – Features and Natural Classes	Cahill (1999), with reading report.
3	Wed., Jan. 25 Fri., Jan. 27	Exercise Set 2 – Serbo-Croatian	Archangeli (1997). No reading report, but turn in a signed statement that you have read it.
4	Wed., Feb. 1 Fri., Feb. 3	Exercise Set 3 – Polish/Malay	Casali (2011), with reading report.
5	Wed., Feb. 8 Fri., Feb. 10	Exercise Set 4 – Resigaró	Rice (2007), with reading report.
6	Wed., Feb. 15 Fri., Feb. 17	Exercise Set 5 – Syllable Structure & Hiatus Resolution	Beckman (1997), sections 1-5 (through p. 26) only. No reading report, but turn in a signed statement that you have read it.
7	Wed., Feb. 22 Fri., Feb. 24	Exercise Set 6 – Consonant Assimilation in Konni	<b>Midterm</b>
<b>8</b>	<b>Mon. Feb. 27</b> <b>Wed., Feb. 29</b> <b>Fri., Mar. 2.</b>	<b>Reading week</b> <b>Reading week</b> <b>Reading week</b>	
9	Wed., Mar. 7 Fri., Mar. 9		Choose 1 of the following 3 articles: Casali (2008), Hyman (1999), Kaun (2004). (These deal with, respectively, ATR harmony, height harmony, and rounding harmony.) No reading report, but turn in a signed statement that you've read it.
10	Wed., Mar. 14 Fri., Mar. 16	Exercise Set 7 – Vowel Harmony	Yip (2007), with reading report.
10	Wed., Mar. 21 Fri., Mar. 23	Exercise Set 8 (TBA)	Yip (2007), with reading report.
11	Wed., Mar. 28 Fri., Mar. 30	Exercise Set 9 – Stress	Kager (2007). No reading report, but turn in a signed statement that you have read it.
12-13	Fri., 4/6., Apr. 6		Kutsch Lojenga (1996), with reading report.

### **Reading references**

- Archangeli, Diana. 1997. Optimality theory: an introduction to linguistics in the 1990's. *Optimality Theory: An Overview*, ed. by Diana Archangeli & Terence Langendoen, 1-32. Oxford, and Malden, MA: Blackwell.
- Beckman, Jill N. 1997. Positional faithfulness, positional neutralisation and Shona vowel harmony. *Phonology* 14:1-46. Available at <http://www.uiowa.edu/~linguist/faculty/beckman/shona.pdf>.
- Cahill, Michael. 1998. Phonological features, their organization, and assimilatory processes: A review. MS, Ohio State University.
- Cahill, Michael. 1999. 'Unruly' phonology: An introduction to optimality theory. *Notes on Linguistics* 2: 65-78. Available in the Lingua Links Library (accessible on the computers in the CanIL computer lab).
- Casali, Roderic F. 2011. Hiatus resolution. *The Blackwell Companion to Phonology*, vol. 3, ed. by Marc van Oostendorp, Colin J. Ewen, Elizabeth Hume & Keren Rice, 1434-1460. Malden, MA and Oxford: Wiley-Blackwell.
- Casali, Roderic F. 2008. ATR Harmony in African Languages. *Language and Linguistics Compass* 2: 496-549. <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1749-818X.2008.00064.x>. On reserve in the CanIL library.
- Hyman, Larry. M. 1999. The historical interpretation of vowel harmony in Bantu. *Bantu Historical Linguistics: Theoretical and Empirical Perspectives*, ed. by Jean-Marie Hombert & Larry M. Hyman, 235-95. Stanford, CA: C.S.L.I. On reserve in the CanIL library.
- Kager, René. 2007. Feet and metrical stress. *The Cambridge Handbook of Phonology*, ed., by Paul de Lacy, 195-227. Cambridge: Cambridge University Press.
- Kaun, Abigail R. 2004. The typology of rounding harmony. In *Phonetically-based Phonology*, ed. by Bruce Hayes, Robert Kirchner and Donca Steriade, 87-116. Cambridge: Cambridge University Press. On reserve in the CanIL library.
- Kutsch Lojenga, Constance. 1996. Participatory research in linguistics. *Notes on Linguistics* 73:13-27. Available in the Lingua Links Library (accessible on the computers in the CanIL computer lab).
- Lombardi, Linda. 2000. Why Place and Voice are different: constraint interactions and feature faithfulness in Optimality Theory. MS. Available at: <http://roa.rutgers.edu/files/105-0000/105-0000-LOMBARDI-0-1.PDF>.
- Rice, Keren. 2007. Markedness in phonology. *The Cambridge Handbook of Phonology*, ed., by Paul de Lacy, 79-98. Cambridge: Cambridge University Press.

Steriade, Donca. 1995. Underspecification and markedness. *The Handbook of Phonological Theory*, ed. by John Goldsmith, 114-174. Oxford: Basil Blackwell.

Yip, Moira. 2007. Tone. In *The Cambridge Handbook of Phonology*, ed. by Paul de Lacy, 229-251. Cambridge: Cambridge Handbook of Phonology.

Except as noted otherwise, all readings will be on reserve in the CanIL library.