Linguistics 523: Phonology

Linguistics 523, UNC-Chapel Hill
Elliott Moreton*

2019 January 9 (W)

Time:	MW 3:35–4:50	*Instructor:*	Elliott Moreton
Place:	Dey 209	*Office:*	Smith 101
Textbook:	None	*Office hours:*	W 10–12(?)
Sakai:	`LING523.001.SP19`	*Email:*	`moreton@unc.edu`
Website:	`http://users.castle.unc.edu/∼moreton/Ling523/523log.html`		

1 Description

LING 523 is a graduate-level introduction to phonology, the study of the sound systems of naturally-occurring spoken human languages. We will study phonology by building and testing *models*—devices that simulate human speakers, except that we'll only be building them on paper—with the goal of explaining (1) *productivity* of patterns within a given language, and (2) *typology* of patterns across all languages. Or models will simulate many of the phonological phenomena most commonly encountered in the languages of the world, such as allophony, neutralization, harmony, assimilation, reduplication, etc. We will apply formal modelling tools including distinctive features, autosegmental and prosodic representations, rewrite rules, and Optimality Theory.

LING 523 is intended mainly for second-semester graduate students in Linguistics. Credit cannot be had for both LING 523 and LING 200.

The prerequisite for LING 523 is LING 520, Linguistic Phonetics, or consent of instructor.

2 Requirements

Final grades for the course will be calculated as follows:

10% *Attendance and participation.* Students are supposed to come to class, do the assigned readings on time, and participate in class activities and discussion. Missing classes will make it hard to keep up. It will also lower your participation grade (unless due to illness or other unavoidable events, which it is your responsibility to document).

40% *Homework and quizzes.* In addition to two quizzes, there will be numerous problem sets throughout the semester. As is often the case in linguistics courses, the homework may be meant as preparation for the class, not the other way around. Students may have to figure out how to do things which they have not yet been shown how to do.

30% *Exams.* There will be one midterm and one final, both in-class, all cumulative from the beginning of the course.

20% *Squib.* A squib is essentially an extended, self-designed homework problem: You design it, you solve it, you present your solution to the class. You'll start looking for a topic later in the semester; I'll give you more information at that time.

3   Policies

Attendance. If you miss a class, it is your responsibility to get missed materials from me or other students. Always check the website if you have been absent.

Reading. Students are expected to come to class having done the readings. If I start getting the impression that people aren't doing the readings, I'm going to institute pop quizzes. These are annoying because they waste class time, but coming to class without having done the reading wastes even more class time.

Homework. You'll get detailed information about each one when it's assigned, but there are some general points that apply to all of them. When you hand in homework, it can be handwritten, word-processed, or even typewritten, but it has to be (1) neat, (2) legible, (3) on paper, and (4) well-organized. Homeworks handed in on time will be graded on a scale from 1 to 3 in a way that will be explained along with each assignment using a device called a *grading rubric.* The 1–3 scale will map approximately onto a 60–100 scale in computation of the final grade; hence, a 0 is *much* worse than a 1. Other homeworks will receive a zero.

Late assignments. As a general rule, NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT. Exceptions *may* be made if

- You got *advance* permission (by asking me *before* the due date) to hand in an assignment late, or

- You couldn't come to campus on the day the assignment is due because of a serious illness or other unexpected emergency. You need to get the assignment in at the earliest possible opportunity with a *written explanation* of the situation. Email is best.

Collaboration and citation. It is a really good idea to discuss assignments with others in the class and solve the problems together. However, each person should write up their solution alone. If you work with others, or look up information in sources that aren't officially part of this course, you are required to acknowledge them in the writeup. (There is no shame in collaborating, or in digging out information independently, but you need to give credit where it is due.)

The Carolina Honor Code is in effect in this class, and I will treat violations seriously. You should review it at `http://instrument.unc.edu`. If you have questions about interpretation, you should bring them to me.

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4 (Approximate) schedule

WEEK	DATE		TOPICS
1	1/9	W	Course organization. Explananda: Productivity and typology.
			Representations and rules
2	1/14	M	Predictable vs. unpredictable information; grammar vs. lexicon.
	1/16	W	Phonological modelling with derivational rules. Deciding between competing analyses.
3	1/23	W	Natural classes and distinctive features.
4	1/28	M	Autosegmental phonology. Manner and laryngeal features.
	2/30	W	Place features.
5	2/4	M	Feature-based rules.
	2/6	W	Rule ordering.
			Introduction to Optimality Theory
6	2/11	M	Candidates, targets, and repairs.
	2/13	W	Constraints and constraint rankings.
7	2/18	M	Faithfulness and Correspondence
	2/20	W	
8	2/25	M	Syllables and syllabification.
	2/27	W	Factorial typology.
9	3/4	M	Contrast and allophony.
	3/6	W	
			SPRING BREAK
			Case studies in Optimality Theory
10	3/18	M	Segmental processes.
	3/20	W	
11	3/25	M	Nonlinear phonology.
	3/27	W	
12	4/1	M	Child phonology.
	4/3	W	
13	4/8	M	Phonological learning.
	4/10	W	
14	4/15	M	Gaps in factorial typology.
	4/17	W	
15	4/22	M	Squib presentations.
	4/24	W	