

Today's topic:

- **Introduction to syllable structure**

Background preparation:

- Zec (2007), through sec 8.3 (preview)

0. Course info and announcements

- Any questions about Analysis Assignment #1?
- Some points to think about
 - How to fully support claims with data
 - How to present data in an audience-friendly way
 - How to incorporate course material insightfully
 - A key aspect of graduate-level work: your research is in a conversation with the field
 - **Build on** and **respond to** previous work

0. Course info and announcements

- Remember to use **reading guides** to help you work through assigned readings
 - We've been using some reading guide questions as spot-check/preparation questions for class
 - To consider: Do people want more explicit check-ins during class time on questions/topics from reading guides? [survey]

0. Today's key points

- Check-in: Course goals, model building, preparation
- Arguments for incorporating syllable structure
- Basic syllable structure
 - Implicational relationships among syllable types
- How to support a syllable-structure proposal

1. Introduction to syllable structure

- In the 1960s, when generative phonology was new, this proposal was made:

Syllable structure is not part of the mental grammar

- Rationale: A model with only segments, features, and morpheme / word boundaries is **simpler** than one that also has syllable structure
- In general, what kind of **arguments** would we want to find in order to **support** or **reject** this proposal?
 - Think about properties of desirable **models**

1. Introduction to syllable structure

- We can argue **in favor** of including syllable structure in our model of the grammar if doing so...
 - lets our model **match** native-speaker behavior more closely (better **fit** to the data)
 - lets our model **describe/predict/explain** patterns in the data more insightfully (“capture generalizations”)

1. Introduction to syllable structure

- The syllable is a **phonological** unit, not a phonetic one (see [Zec \(2007\)](#) for discussion)
 - What are some **implications**?
For example, how do we determine syllable boundaries in a data set?

1. Introduction to syllable structure

- Discussion exercise: **English “[l]” problem** (2) in [Representing syllables and syllable structure](#)
 - Does this data set motivate the inclusion of syllable structure in our model of the grammar?
 - How do we determine where the syllable boundaries are in this data set?

3. Syllable-structure typology

- What are the **implicational relationships** among the basic syllable shapes?
 - (a) CVC
 - (b) CV
 - (c) VC
 - (d) V
- What syllable subpart is universally required?
- For the subparts that are potentially optional, what are the actual “options”?

3. Syllable-structure typology

- Are there any implicational relationships between **complex onsets** and **complex codas**?

3. Syllable-structure typology

- Side note: Why are linguists often interested in implicational relationships?

4. Syllable structure and phonological analysis

- Discussion exercise: **Hanunoo problem** (3) in [Representing syllables and syllable structure](#)
 - What **morpheme alternation** do we see here?
 - What are the possible **analyses** (UR+rule combos)?
 - How does an understanding of **syllable-structure typology** shed light on this data set?
 - To consider: Will we be able to get our grammar **model** to incorporate this insight?

4. Syllable structure and phonological analysis

- Discussion exercise: [English loanwords in Korean](#)
 - *Data sets A, B*: Based on where epenthesis applies, state descriptive generalizations about the **basic syllable shapes** allowed in Korean

4. Syllable structure and phonological analysis

- Discussion exercise: [English loanwords in Korean](#)

If time permits

- *Data set C: What is surprising here?*
 - Can we say anything systematic about the unexpected cases?
 - Does this relate to anything Zec discusses?
(Hint: see section 8.3.3; the relevant descriptive generalization is buried in the OT discussion)