

Today's topic:

- **Introduction to syllable structure**

Preview of next reading:

- Zec (2007), through sec 8.3

0. Course info and announcements

- Analysis Assignment #1 — groups
- 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. Today's objectives

After today's class, you should be able to:

- Understand what it means to say that syllables and syllable structure are phonological, not phonetic
- Find evidence in a data set that syllable structure is relevant
- Make arguments for incorporating syllable structure into our phonological model

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
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- 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?

2. Evidence for syllable structure

Discussion

- Data sets – [Representing syllables and syll. structure](#)
 - (1) English aspiration
 - (2) English “[l]” problem
 - Do these data sets 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?

2. Evidence for syllable structure

Debriefing

- Data sets – [Representing syllables and syll. structure](#)
 - (1) English aspiration
 - (2) English “[l]” problem
 - Generalizations are easier to express / more insightful when we can refer to syllable structure
 - Syllable boundaries are determined based on evidence from (what we hypothesize to be) phonological patterns sensitive to syllable structure

3. Syllable structure and phonological analysis

- Data sets – [Representing syllables and syll. structure](#)
 - (3) Hanunoo
 - What **morpheme alternation** do we see here?
 - What are the possible **analyses** (UR+rule combos)?
- Next time, we will consider:
 - How does an understanding of **syllable-structure typology** shed light on this data set?
 - Will we be able to get our grammar **model** to incorporate this insight?

4. Phonetics and distribution quiz: Discussion

- Phonemes, predictability, distribution
- The phonological analysis problem
- Any other questions?