

Syllabus, LING9621A/SP9716A/LING4247A “Phonology/Advanced Phonological Analysis” Fall 2016
MA in Linguistics/Department of Modern Languages & Literatures
Western University

Instructor : Dr. Yasaman Rafat	Office : Arts & Humanities Building, 3G28B
Lectures : Tuesdays 12 :30-3 :30	
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COURSE DESCRIPTION

Our overall goal is to examine phonological phenomena using methods from experimental phonetics, introduce you to important theoretical innovations and debates, and to strengthen your skills in instrumental and modeling techniques related to the study of sound structure. We will explore topics in speech production, acoustics, and perception centered on the broad theme of variation. These topics will be illustrated with experimental studies in sound variation and first and second language acquisition.

OBJECTIVES

- 1) To introduce students to the concept of phonological representation and multi-modal speech.
- 2) To familiarize students with phonological processes and highlight the importance of including phonetic detail for phonological analyses.
- 3) To help students develop skills in experimental design and data analysis including acoustic analysis.
- 4) To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest.

COURSE REQUIREMENTS

Attendance and participation:	10%
Final project proposal:	20%
Article presentations:	20%
Final paper presentation:	10%
Final paper:	40%

- Attendance and active participation (10%): Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion.
- Final project proposal (20%): this will involve submitting your project including the main research question(s) and hypotheses; (some of) the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli; and potential variety of Spanish to be tested.
- Article presentations (20%): You will be responsible for doing two (plus or minus one

depending on the number of students) 20 minute PowerPoint presentation on one or two of the articles listed below. You will need to address the research questions, hypotheses, methodology, and the main findings and provide a critical evaluation of the article presented.

- Term paper presentation (10%): You will present your course project/term paper (PowerPoint presentation). Your presentation must include your research questions, hypotheses, methodology, results, discussion, conclusions and future work.
- Term paper (40%): The final paper consists of a pilot experimental study of some aspect (consonants, vowels/or prosody) of a variety of a language of your interest. The study must contain a critical review of previous research as well as data analysis. The paper should not exceed 10-15 pages (Times New Roman, 12 pts, double-spaced). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is last day of class, December 6. The term paper must be submitted on time.

ETHICS: Because the final project involves research using human subjects, the student will read the Tri-Council Policy Statement, as well as the relevant information on the office of research ethics website at Western (<http://www.uwo.ca/research/ethics/>). The student will not collect any data until ethics approval has been obtained. Besides, one representative of the REB office will come to class to give a workshop on research ethics.

- **Final project:** The student and her mentor will together discuss the ethical issues surrounding this project and obtain ethics approval via the course-based protocol. The student understands that participants must be recruited in a way that does not threaten their privacy; that REB approval is needed before data collection; and that she cannot recruit participants from the classes she is TAing. Potential participants will be given a letter of information and a consent form and informed of their right to refuse to participate and to withdraw at any time. They will also be given contact information if they are interested in seeing the final project. All data collected will be encoded to protect participants' confidentiality (e.g. names replaced by numbers). The student understands that the project must not involve more than minimal risk to the participants, as set out in the guidelines posted on the research ethics website.
- Participants will be recruited from among acquaintances and other students from their department, never from the classes the student is TAing. Participants will be told that the data collected (including audio-files) may be used for research purposes (e.g., presentations and publications), and will be provided with an opportunity to consent to this.
- The data will be collected by means of on-line questionnaires, paper and pencil short tasks, or by audio-recording the participants, according to the most appropriate methodology for the topic under investigation. These data will be handled, coded and/or transcribed by the student, who will also analyze them to write the final project report. All data (tapes, spreadsheets created by the on-line survey, paper

tasks, messages, etc) will be destroyed after the grade appeal date for Fall 2014 (the mentor will ensure that the data are in fact destroyed). As stated in the syllabus, all testing materials must be justified according to the topic studied and will be carefully reviewed by the professor for approval prior to beginning her study. The student will prepare a letter that contains the details of her project and submit it to her mentor for approval prior to beginning her study.

Course Calendar

September

Tuesday
13 Introduction, phonetics-phonology, and interests
20 Experimental methods of investigation Levitin (2002) Clopper & Pisoni (2005)
27 Orthography-phonology interface Han et al. (2015) Showalter et al. (2015)

October

4 Multi-modal speech-gestural-phonological relations Rossini (2004) Morett et al. (2012)
11 Sound change: a multi-modal perspective McGuire & Babel (2012) Mazarro (2010)
18 Sound change: phonetically-based phonology and frequency effects Bybee (2002) Colantoni (2011)
25 Contact-induced sound change Celata & Cancila (2010) De Leeuw & Scobbie (2012)

November

1 Stops: lenition and gemination Kochetov (2012) Hayes-Harb & Masuda (2008)How to write a proposal

<p>8 Fricatives: aspiration and deletion Schmidt (2013) Van de Velde et al. (1997) Final paper proposal due</p>
<p>15 Liquids: lateralization, rhoticism and assibilation Boyce et al. (2016) Ruiz-pena et al. (2015)</p>
<p>22 Vowels: reduction and change Delforge (2008) Mayr, Price & Mennen (2012)</p>
<p>29 Prosody Anvari et al. (2002) How to write a paper</p>
December
<p>1 Final paper presentations</p>
<p>6 Final paper presentations Final paper due</p>

BIBLIOGRAPHY/READINGS

- Aboitiz, F. (2013). How did vocal behavior “take over” the gestural communication system? *Language and Cognition*, 5(2–3), 167–176.
- Anvari, S. H., Trainor, L. J., Woodside, J., & Levy, B. A. (2002). Relations among musical skills, phonological processing, and early reading ability in preschool children. *Journal of experimental child psychology*, 83(2), 111-130.
- Boyce, S. E., Hamilton, S. M., & Rivera-Campos, A. (2016). Acquiring rhoticity across languages: An ultrasound study of differentiating tongue movements. *Clinical linguistics & phonetics*, 30(3-5), 174-201.
- Bybee, J. (2002). Word frequency and context of use in the lexical diffusion of phonetically conditioned sound change. *Language variation and change*, 14(03), 261-290.
- Celata, C. & Cancila, J. (2010). Phonological attrition and the perception of geminate consonants in the Lucchese community of San Francisco (CA). *International Journal of Bilingualism*, 14(2), 1-25.
- Clopper, C.G. & Pisoni, D.B. (2005). Perception of Dialect Variation. In D.B. Pisoni & R. E. Remez (Eds.), *The Handbook of Speech Perception* (pp. 313-3370. Blackwell

Publishing.

- Colantoni, L. (2011). 1 Laboratory Approaches to Sound Variation and Change1. *The Handbook of Hispanic Sociolinguistics*, 9.
- de Leeuw, E., Mennen, I., & Scobbie, J. M. (2012). Dynamic systems, maturational constraints and L1 phonetic attrition. *International Journal of Bilingualism*, 1367006912454620.
- Delforge, A. M. (2008). Unstressed vowel reduction in Andean Spanish. In *Selected proceedings of the 3rd Conference on Laboratory Approaches to Spanish Phonology* (pp. 107-124). Somerville, MA: Cascadilla Proceedings Project.
- Escudero, P., Hayes-Harb, R., & Mitterer, H. (2008). Novel L2 words and asymmetric lexical access. *Journal of*
- HAN, J. I., & CHOI, T. H. (2015). The influence of spelling on the production and storage of words with allophonic variants of/h/in Korean. *Applied Psycholinguistics*, 1-24.
- Hayes-Harb, Rachel, & Masuda, Kyoko. (2008). Development of the ability to lexically encode novel second language phonemic contrasts. *Second Language Research*, 24, 5-33.
- Kochetov, A. (2012). Linguopalatal contact differences between Japanese geminate and single-ton stops. *Canadian Acoustics*, 40(3), 28-29.
- Levitin, D.J. (2002). Experimental design in psychological research. In D.J. Levitin (Ed.), *Foundations of cognitive psychology* (pp.115-130). Boston: MIT Press.
- Mayr, R., Price, S., & Mennen, I. (2012) First language attrition in the speech of Dutch–English bilinguals: The case of monozygotic twin sisters. *Bilingualism: Language and Cognition* 15(4), 687–7.
- Mazzaro, N. (2010). Changing perceptions: the sociophonetic motivations of the labial velar alternation in Spanish. In M. Ortega-Llebaria (ed.), *Selected Proceedings of the 4th Conference on Laboratory Approaches to Spanish Phonology*, 128-145. Somerville, MA: Cascadilla Proceedings Project.
- McGuire, G., & Babel, M. (2012). A cross-modal account for synchronic and diachronic patterns of/f/and/θ/in English. *Laboratory Phonology*, 3(2), 251-272.
- Morett, L. M., Gibbs, R. W., & MacWhinney, B. (2012). The role of gesture in second language learning: Communication, acquisition, & retention. In *proceedings of CogSci*.

Rossini, N. (2004) Sociolinguistics in Gesture: How about the Mano a Borsa? *Intercultural Communication Studies*, 13: 3, 144-154.

Schmidt (2013). Regional variation in the perception of sociophonetic variants of Spanish /s/. In A. M. Carvalho & S. Beaudrie (Eds.), *Selected Proceedings of the 6th Workshop on Spanish Sociolinguistics* (189-210). Cascadilla Proceedings Project: Somerville.

Van de Velde, H., Van Hout, R., & Gerritsen, M. (1997). Watching Dutch change: A real time study of variation and change in standard Dutch pronunciation. *Journal of Sociolinguistics*, 1(3), 361-391.

CLASS MANAGEMENT

- Students are expected to come to class regularly, having read the materials assigned and prepared to take part in pair and group discussions.
- Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. It is your responsibility to contact me **prior to or within the week** of a missed course term test, or assignment.
- UWO's Policy on Accommodation for Medical Illness: (<https://studentservices.uwo.ca/secure/index.cfm>)
- Downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading
- Course materials and announcements: Lectures and announcements will be posted on SAKAI. Student must therefore set up a SAKAI account. The address for SAKAI is <http://owl.uwo.ca/portal>. In order to access SAKAI you must have a UWO account. To log on the system will ask you to give your account name and your secret password.

EMAIL COMMUNICATION WITH THE COURSE INSTRUCTOR

- At times, the course Instructor may decide to send out important course information by email. To that end, all students are required to have a valid UWO email address. You are responsible for ensuring that your UWO email address is set up.
- Forwarding your UWO.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from UWO.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.
- You are responsible for:
- Ensuring you have a valid UWO email address
- Checking your UWO email account on a regular basis.
- Appropriate use: e-mail correspondence should be used only for administrative matters (e.g. make-up tests due to illness). All inquiries concerning course content including evaluations must be asked in class or discussed during office hours;

- Self identification: please identify yourself clearly by including the course designator 'SPA3314 F' in the subject line and your full name with student number in the message.
- Response time: I will reply to all messages within 24 hours of receiving them. Please note that no correspondence will occur during weekends. If you do not receive a reply within this period, resend your message

PLAGIARISM

Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. **This also applies to work facilitated or written for students by third parties.** The University of Western Ontario uses a plagiarism-checking site called Turnitin.com. Students are allowed to use their laptops and iPads during class lectures, but they are not allowed to use any electronic device during exam sessions.

SUPPORT SERVICES

There are some useful links below each student should have access to. The Web sites for Registrarial Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at www.sdc.uwo.ca

Important Notice: Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

SELECTED WEB-BASED RESOURCES

- IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL)
<http://www.sil.org/>
- The sounds of Spanish, English and German:
<http://www.uiowa.edu/~acadtech/phonetics/>
- The sounds of the International Phonetic Alphabet (IPA):
<http://www.sil.org/computing/speechtools/ipahelp.htm>
- IPA chart, IPA handbook, Online phonetics lab:
<http://web.uvic.ca/ling/resources/ipa/handbook.htm>
- Variation in Spanish:
<http://www.uiowa.edu/~acadtech/dialects/>
<http://lab.chass.utoronto.ca/rescentre/spanish/>
- Information about the world's languages:
<http://www.ethnologue.com>

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to

change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, test, or assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.