

## LINGUISTICS 4247b. Empirical issues in theoretical phonology

Winter term, January-April 2024. Wednesday, 11:30-14:30, UC 2120.

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**Description:** A range of readings are used to examine different aspects of segmental phonology, comparing and contrasting more recent frameworks with earlier theories. The emphasis is on the advantages and disadvantages of different approaches in accounting for linguistic data. Students explore a range of datasets from various languages to illustrate phonological processes and cross-linguistic typological patterns. Students complete a number of steps in a research project: literature review, data analysis, abstract, presentation (poster), and final paper.

**Starting point:** we will survey a selection of topics as an overview of current phonological theory, based on the *Cambridge Handbook of Phonology* (Paul de Lacy, ed, 2007, henceforth CHP). Background from previous periods of (generative and other) phonological theory can be added as appropriate, along with other readings. The CHP is an online resource available via UWO library proxy ([https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/1hdoga6/alma991044434807705163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1hdoga6/alma991044434807705163)).

**Evaluation possibilities** (after being discussed & weighted in the first class), along with dates:

Academic integrity tutorial (required for other marks to count)	0%	
Critical annotated bibliography	15%	02/14
Abstract (with initial bibliography)	15%	03/06
Phonological sketch of Language(s)/Varieties	15%	03/13
Presentation / paper on an issue (data, handout & bibliography)	15%	04/03
Final research paper / report	30%	04/15-ish
Participation & preparation (active & appropriate)	10%	
Problem sets, squibs: (e.g. best 3 out of 4)	0%	
#1 (01/31), #2 (02/28), & #3 (03/13)		

**TOTAL** **100%**

Written work which is submitted late without an approved recommendation for academic consideration will be penalized 2% (from the 10%-25% corresponding to each piece of work) per working day.

Oral class presentations and discussion, including responses to questions, are an integral part of this course experience and inform later written work: missed oral presentations must be made up at a later scheduled date.

**IMPORTANT ADMINISTRATIVE INFORMATION FOR ALL STUDENTS IN LINGUISTICS COURSES.** Please be sure to consult the following information and keep a copy of it for yourself:

[http://www.uwo.ca/french/undergraduate/counselling/academic\\_information/index.html](http://www.uwo.ca/french/undergraduate/counselling/academic_information/index.html)

## **POLICIES AND REGULATIONS**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### **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.

### **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

### **Provisional Calendar:**

<b>Week 0</b>	<b>Pursuit of Theory</b>
<b>Week 1</b>	<b>Markedness in Phonology</b> Chomsky & Halle (1968) (SPE)
<b>Week 2</b>	<b>Derivation &amp; Levels of Representation</b>
<b>Week 3</b>	<b>Tone</b>
<b>Week 4</b>	<b>Interaction of Tone, Sonority, &amp; Prosodic Structure</b>
<b>Week 5</b>	<b>Segmental Features</b> Clements (1985) Goldsmith (1976)
<b>Week 6</b>	<b>Constraint Interaction</b> Dresher (1996)
<b>Week 7</b>	<b>Dissimilation in Grammar in the Lexicon</b>
<b>Week 8</b>	<b>Phonetics Interface</b> Hayes (1986)
<b>Week 9</b>	<b>Morpheme Position / Syntax Interface</b>
<b>Week 10</b>	<b>Diachronic Phonology</b>
<b>Week 11</b>	<b>Variation &amp; Optionality</b>
<b>Week 12</b>	<b>Acquiring Phonology</b>