

San José State University

Humanities and Arts/Linguistics

Ling 201, Phonology: Theory and Applications, Fall 2018

Instructor: Dan Silverman

Office Location: Clark Building 491

Telephone: 408.924.7220

Email: daniel.silverman@sjsu.edu

Office Hours: TuThu 12:30 - 1:30

Class Days/Time: Mo We 1:30 - 2:45

Classroom: Clark Building 205

Course website:

username: student

password: student

Date	Topics, Readings	Assignments
8-21	Syllables Goldsmith Chapter 6, Blevins Ito Steriade 1999 Wright 2004	
8-23 8-27	(cont'd)	HW1 assigned
8-29 9-5	Prosodic Morphology Goldsmith, Chapter 9, McCarthy and Prince Benua 1995 Silverman 2002	HW1 due
9-10 9-12	(cont'd)	HW2 assigned
9-17 9-19	Vowel Harmony	2.25

	Goldsmith, Chapter 14, Van Der Hulst Kaun 2004	Paper topic due
9-24 9-26	Laryngeal Phonology Silverman 1997a Silverman 2003 Golston and Kohler 2004	
10-1 10-3	(cont'd)	HW2 due
10-8 10-10	American Tone Yip 2002, Ch 8 Silverman 1997b 3.9	HW3 assigned
10-15 10-17	African Tone Goldsmith, Chapter 12, Odden Yip 2002 Ch 4 Hyman and Schuh 1974	
10-22 10-24	(cont'd)	
10-29 10-31	East Asian Tone Goldsmith, Chapter 13, Yip Zhang 2004	
11-5 11-7	"Functional Load" Martinet 1952 King 1967	HW3 due
11-14 11-26	Ohalalia Goldsmith, Chapter 24, Ohala Ohala 1975 Ohala 1986 Ohala 1989 Ohala 1990 Ohala 1990	HW4 assigned
11-29	(cont'd)	
12-3 12-5	Student Presentations	HW4 due
12-10	Student Presentations	Paper due: Monday, May 18 1445-1700

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links

on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

Survey of the theoretical issues in phonology; language universals; notions of markedness and natural rules; psychological reality of phonological constructs. Applications to language teaching, speech synthesis and automatic speech recognition. Prerequisite: LING 101, LING 111 and LING 113. 3 units

Course Goals and Student Learning Objectives

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1 Demonstrate an understanding of current phonological theories
- LO2 Compare and evaluate different theoretical approaches to phonological data
- LO3 Have an appreciation of the major theoretical issues in phonology and the solutions offered by various schools (including autosegmental, OT, and experimental phonology)
- LO4 Carry out independent empirical, experimental or theoretical research involving formulating a research project, presenting a literature review, using appropriate methodology collecting data pertinent to the project, and interpreting the data.

Required Text/Readings

Textbook

No Textbook

Other Readings

- Benua, Laura. 1995. "[Identity Effects in Morphological Truncation](#)," manuscript.
- Bladon, Anthony. 1986. "[Phonetics for hearers](#)," in G. McGregor (ed.) *Language for Hearers*, Oxford: Pergamon.
- Blevins, Juliette, 1995. "[The Syllable in Phonological Theory](#)", in Goldsmith, ed.
- Golston, Chris and Wolfgang Kehrein. 2004. "[A prosodic theory of laryngeal contrasts](#)," *Phonology* 21.3. 325-357.
- Gurevich, Naomi. 2001. "[A Critique of Markedness-Based Theories in Phonology](#)," *Studies in the Linguistic Sciences* Volume 31, Number 2
- Hayes, Bruce. 1995. [Metrical Stress Theory](#), Chs 1-4.
- Hyman, Larry, and Russell Schuh. 1974 "[Universals of Tone Rules: Evidence from West Africa](#)," *Ling. Inquiry* 5: 81-115 (1974).
- Ito, Junko. 1989. "[A prosodic theory of epenthesis](#)," *Natural Language and Linguistics Theory* 7:217-260.
- Kaun, Abigail. 2004. "[The typology of rounding harmony](#)," in B. Hayes, R. Kirchner, D. Steriade (eds.), *Phonetics in Phonology*. Cambridge University Press.
- King, Robert D. 1967. "[Functional load and sound change](#)," *Language* 43:831-852.
- Martinet, Andre. 1952. "[Function, structure, and sound change](#)," *Word* 8:1-32.
- Mattingly, Ignatius. 1981. "[Phonetic representation and speech synthesis by rule](#)," In T. Myers, J. Laver, and J. Anderson, eds., *The Cognitive Representation of Speech*.
- McCarthy, John, and Alan Prince. 1986. "[Prosodic morphology](#)," manuscript.
- McCarthy, John, and Alan Prince, 1995. "[Prosodic Morphology](#)", in Goldsmith, ed.
- Odden, D. 1995. "[Tone: African Languages](#)," in Goldsmith, ed.
- Ohala, J. J. 1975. "[Phonetic explanations for nasal sound patterns](#)," In: C. A. Ferguson, L. M. Hyman, & J. J. Ohala (eds.), *Nasálfest: Papers from a symposium on nasals and nasalization*. Stanford: Language Universals Project. 289 - 316.
- Ohala, J. 1986. "[Consumer's Guide to Evidence in Phonology](#)," In *Phonology Yearbook* 3.3-26. Cambridge Univ Press.
- Ohala, J. J. 1989. "[Sound change is drawn from a pool of synchronic variation](#)," in L. E. Breivik & E. H. Jahr (eds.), *Language Change: Contributions to the study of its causes*. [Series: Trends in Linguistics, Studies and Monographs No. 43]. Berlin: Mouton de Gruyter. 173-198.
- Ohala, J. J. 1990. "[The phonetics and phonology of aspects of assimilation](#)," in J. Kingston & M. Beckman (eds.),

Papers in Laboratory Phonology I: Between the grammar and the physics of speech. Cambridge: Cambridge University Press, 258-275.

- Ohala, J. J. 1990. "[There is no interface between phonetics and phonology. A personal view](#)," Journal of Phonetics. 18. 153-171.
- Silverman, Daniel, 1992. "[Multiple scansions in loanword phonology: evidence from Cantonese](#)," Phonology 9.2:289-328.
- Silverman, Daniel. 1997a. "[Laryngeal complexity in Otomanguean vowels](#)," Phonology 14.2:235-261.
- Silverman, Daniel. 1997b. "[Tone sandhi in Comaltepec Chinantec](#)," Language 73.3:473-492.
- Silverman, Daniel. 2002. "[Dynamic versus static phonotactic conditions in prosodic morphology](#)," Linguistics 40.1:28-58.
- Silverman, Daniel. 2003. "[On the rarity of pre-aspirated stops](#)," Journal of Linguistics 39.3:575-598.
- Steriade, Donca. 1999. "[Alternatives to the syllabic interpretation of consonantal phonotactics](#)," in O.Fujimura B.Joseph and B.Palek (eds.) Proceedings of the 1998 Linguistics and Phonetics Conference, The Karolinum Press, 205-242.
- van der Hulst, H, and J. van de Weijer. 1995. "[Vowel Harmony](#)," in Goldsmith, ed.
- Wright, Richard. 2004. "[A Review of Perceptual Cues and Cue Robustness](#)," In Bruce Hayes, Robert Kirchner, and Donca Steriade (eds.), Phonetically based phonology. Cambridge University Press, Cambridge, UK.
- Yip, Moira 2002. "[The Autosegmental Nature of Tone, and its analysis in Optimality Theory](#)," (Ch 4), "[African Languages](#)" (Ch 6), "[Asian and Pacific Languages](#)" (Ch 7), "[The Americas](#)," (Ch 8), in Tone, CUP. ([Bibliography](#)).
- Zhang, Jie. 2004. "[The role of contrast-specific and language-specific phonetics in contour tone distribution](#)," In Bruce Hayes, Robert Kirchner, and Donca Steriade (eds.), Phonetically based phonology. Cambridge University Press, Cambridge, UK. 157-190.

Books on reserve in the library (under Ling 201 and/or Ling 113):

- Anderson, S. Phonology in the Twentieth Century.
- Chomsky, N. & M. Halle. Sound Pattern of English.
- Clements, G.N. & S.J. Keyser. CV Phonology: a generative theory of the syllable.
- Fischer-Jorgensen, E. Trends in Phonological Theory.
- Durand, J. Generative and Non-linear Phonology.
- Goldsmith, J. Autosegmental & Metrical Phonology.
- Goldsmith, J. Handbook of Phonological Theory.
- Greenberg, J. (ed). Universals of Human Language.
- Gussenhoven, C. & H. Jacobs. Understanding Phonology.
- Hyman, L. Phonology: Theory & Analysis.
- Kenstowicz, M. Generative Phonology: Description and Theory. Kenstowicz, M. Phonology in Generative Grammar.
- Kiparsky, P. Three dimensions of Linguistic Theory. Note: although the book is ed. by O. Fujimura the library has it catalogued under Kiparsky.)
- P. Ladefoged, & I. Maddieson. Sounds of the Worlds Languages.
- McCarthy, J. J. A Thematic Guide to Optimality Theory. Ohala, J. & J. Jaeger (ed). Experimental Phonology. Schane, S. Generative Phonology.
- Sommerstein, A. Modern Phonology.
- Spencer, A. Phonology: Theory and Description.
- Yip, Moira. Tone

Other equipment / material requirements (optional)

[**Chart of the International Phonetic Alphabet \(IPA\)**](#)

[**Hear the sounds of the IPA at York University**](#)

[**Hear the sounds of the IPA at UCLA**](#)

[**IPA fonts**](#)

[**Primer of Phonetic Rudiments \(Silverman 2006, Appendix\)**](#)

[**Wavesurfer**](#)

[**MWSnap**](#)

[**JPLOTFORMANTS**](#)

[**DVDVideosoft**](#)

Classroom Protocol

Cell Phones should not be seen or heard by me or you.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Grading Percentage Breakdown

94% and above A

93% - 90% A-

89% - 87% B+

86% - 84% B

83% - 80% B-

79% - 77% C+

76% - 74% C

73% - 70% C-

69% - 67% D+

66% - 64% D

63% - 60% D

Below 60% F

Grading transparency: The total number of earnable points for this course is 100. For example, if you receive 9 points on a homework assignment worth 10 points, those 9 points will be added to your total point accumulation. I will periodically send out an email showing the grade breakdown. This will give you a sense of how you are doing in comparison to others in the class, so if you want to gauge your performance, you have the means to do so. When all scores are in at the end of the course, totals will be curved as appropriate. Grades may be curved upward, but never downward. Just do your work, and do it conscientiously, and you'll do fine.

a. Projects:

Research paper. 25%. **Due date for paper topic is END OF FEB. Due date for paper is our last class meeting.** <[A few tips on paper-writing for students of phonology](#)>

b. Exams:

None

c. Quizzes:

None

d. Homework:

Four Homeworks at 10% each. Homework should be done individually. Points will be taken off if the assignment is incomplete or carelessly done, but points will not be taken off if honest effort yielded incorrect results.

e. Class Participation:

Two oral presentations 20%. One is based on a class reading. This should take half of one class period. The other is based on your independent research. This, also, should take half a class period). For both, you should meet with me to discuss your presentation, and also, make a nice handout for the class.

f. Class Participation:

Counts 15% of your grade

A few remarks about your work

- I will neither breathe down your neck nor hold your hand.

- I can't make you work hard; it's completely up to you whether you wish to do the hard work necessary to succeed in learning the material.

- I will keep you apprised of your performance by providing timely feedback on your work, in the form of grades, comments, and (anonymously) comparing your performance to your classmates'.

- If you think I have graded you inaccurately, please feel free to come to office hours; we can discuss the perceived discrepancy.

- If you are doing great, please feel free to come to office hours; we can discuss in greater detail the intellectual issues we are pursuing in class.

- If you are doing poorly, please feel free to come to office hours; we can discuss *the content of your work*.

- Remember: Your grade is determined by your performance, not by me: you receive the grade you earn, and you earn the grade you receive.

A few remarks about your reading assignments

- Reading assignments should be completed before the class meeting for which they are scheduled for discussion.

- If you have questions about the content of the reading material, you should ask these in class, or come to office hours; if you don't ask questions I will assume you have understood the material.

- It is strongly recommended that assigned readings be *re-read after* they are discussed in class.

A few remarks about your homework assignments

- Homework assignments must be typed.

- Homework assignments must be handed in *in class* the week they are due. They may be handed in during either class period.

- It is strongly recommended that you keep electronic copies of *all* your written work until *after* final grades are in.

- If you think you will absent the whole week an assignment is due, it is your responsibility to ensure that a classmate hands in your assignment *in class*.

- I won't accept late homework; I won't accept homework left in my department mailbox; I won't accept homework left under my office door; I won't accept homework sent by email. *All such homework earns zero marks.*

A few remarks about emailing me

- If you miss a class and have questions about lecture content, please visit the course website, ask a classmate to fill you in, and/or visit my office hours. Please don't email me.

- If you have questions about due dates, please check the course website, check old emails, check with a classmate, and/or ask me in class. Please don't email me.

- I won't reply to emails that (1) lack an appropriate salutation ("Dear Professor" or "Dear Dan", e.g., are fine; "Hey Dan", or "Hi", e.g., go directly to the trash), or (2) are not written with full grammatical sentences.

- If I have mistakenly sent out contradictory information, please email me. I will happily reply to all if it turns out I wrote in error.

- If you'd like to share some relevant on-line material with the class, feel free to email me and I'll consider distributing it to everyone.

- If you have a personal emergency that will affect your ability to keep up with course content, please email me at your earliest convenience.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting

accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Ling 201, Phonology: Theory and Applications

Date	Topics, Readings	Assignments
8-21	Syllables Goldsmith Chapter 6, Blevins Ito Steriade 1999 Wright 2004	
8-23 8-27	(cont'd)	HW1 assigned
8-29 9-5	Prosodic Morphology Goldsmith, Chapter 9, McCarthy and Prince	HW1 due

	Benua 1995 Silverman 2002	
9-10 9-12	(cont'd)	HW2 assigned
9-17 9-19	Vowel Harmony Goldsmith, Chapter 14, Van Der Hulst Kaun 2004	2.25 Paper topic due
9-24 9-26	Laryngeal Phonology Silverman 1997a Silverman 2003 Golston and Kohler 2004	
10-1 10-3	(cont'd)	HW2 due
10-8 10-10	American Tone Yip 2002, Ch 8 Silverman 1997b3.9	HW3 assigned
10-15 10-17	African Tone Goldsmith, Chapter 12, Odden Yip 2002 Ch 4 Hyman and Schuh 1974	
10-22 10-24	(cont'd)	
10-29 10-31	East Asian Tone Goldsmith, Chapter 13, Yip Zhang 2004	
11-5 11-7	"Functional Load" Martinet 1952 King 1967	HW3 due
11-14 11-26	Ohalalia Goldsmith, Chapter 24, Ohala Ohala 1975 Ohala 1986 Ohala 1989 Ohala 1990 Ohala 1990	HW4 assigned
11-29	(cont'd)	
12-3 12-5	Student Presentations	HW4 due
12-10	Student Presentations	Paper due: Monday, May 18 1445-1700

