

INGL 6499

(Spring 2021; LPM 301 (online); Mondays, 4:30-7:20)

Prof. Yolanda Rivera-Castillo
Office: 134 Janer Phone ext.: 89632

Off. Hrs.: M, 10:30-12:30,
2:30-3:30; or by appointment

COURSE DESCRIPTION: This course explores current approaches to the study of Modern English phonology. Course material includes both the study of theoretical issues as well as specific descriptions of English phonology and L2 acquisition of English, and the phonology of other natural languages, including American Sign Language (ASL). This is a three credit hours (3) course.

OBJECTIVES: At the end of the course, students should (be able to):

1. Understand and use field specific terminology and key examples of modern phonological analyses.
2. Distinguish between phonetics and phonology, segmental and prosodic features, lexical and postlexical phenomena, and describe how different theoretical frameworks define these categories.
3. Explain differences between derivational and constraint-based analyses in the description of phonological systems.
4. Understand the phonological system of the English language and its place among natural languages.
5. Identify language universals shared by different linguistic systems, and explain the role of universals in the acquisition of English.
6. Use the International Phonetic Alphabet (IPA) phonetic transcription system and apply it to examples of language variation (broad transcription).
7. Explain how different phonological theories account for variation, and the connection between phonological rules and their phonetic interpretation.
8. Distinguish between phonetics and phonology, and how these categories apply to phonological systems of sign languages, particularly ASL.
9. Analyze specific phonological phenomena using the tools of current approaches to phonological analysis.

RESOURCES REQUIRED: Computer, computer software, digital sources, digital projector, and recordings.

EVALUATION STRATEGIES:

Examination (Application Exercises)	30%
Class Participation (virtual or physical participation and attendance)	20%
Questions for discussion (electronic submission) & abstract	15%
Homework	10%
Oral Presentation research	25%

Examination (Application Exercises): This test includes material from the assigned readings as well as material discussed in class. Exercises require application of learned material, and knowledge of relevant vocabulary (30%).

Class Participation: You are responsible for reading the assigned text material and for sending three questions or comments (as scheduled) the day before class to Prof. Rivera. Class participation includes engaging in class discussions (in accordance to norms appropriate for an academic setting), and timely completion of all class work. Absences, use of cell phone in class, and tardiness greatly affect your participation, and, therefore, your grade. You will receive handouts by email for online meetings (20%).

Questions for class discussion: Questions and comments sent beforehand will guide class discussion and count towards the final grade (15%). When needed, the professor will lecture on a particular topic not included in the readings.

Homework assignment: Homework must be turned-in on time, double-spaced, and clean (10%).

Oral Presentation: Students must complete research on a specific phonological feature or area of interest, preferably from a dialect or variety of the English language, a Creole, or an endangered language. Presentations should include samples of the language/dialect/lect, a transcription, and a short description of the samples. Descriptions must include analytical tools selected from those studied in class. Lecture (10 minutes) should be complemented by a handout with examples, exercises, and a one-page bibliography (5mins). You should share the handout with your peers. The presentation should last 15 minutes (25%). An abstract on the presentation is due on April 5:

Abstract requirements: One page (double-spaced), including some references

1. A title including a clear statement of the topic
2. Short section describing the issue (main topic)
3. One critical example (numbered separately or integrated in the text)
4. A short explanation of presentation content
5. A few references (second page, five minimum, not Wikipedia)

GRADING SYSTEM: A, B, C, D, F

Students with special needs will be provided reasonable accommodation in evaluation procedures according to their needs (Ley 51):

“Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.”

Also, they are protected against sexual harrasment by Certificación 39 (2018-2019):

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

Statement on Academic Honesty:

"La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que 'la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o

escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta'. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y a distancia deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas."**

Need help? I will be happy to help you during my office hours with anything related to the course material. Call me during my office hours, leave a message or send an email message.

SELECTED READINGS:

- Alves, Ubiratã Kickhöfel. 2004. The Acquisition of English “-ed” Complex Codas by Brazilian Portuguese Speakers: More than just a matter of constraint demotion. *ROA*701-1204.
- Archangeli, D. B. 1999. Introducing Optimality Theory. *Annual Review of Anthropology*, 28. 531-552.
- Archivald, J. 1998. Second Language Phonology, Phonetics and Typology. *SSLA*, 20: pps. 189-211.
- Blevins, Juliette. 1995. The Syllable in Phonological Theory. In J.A. Goldsmith (Ed.), *The Handbook of Phonological Theory*, pp. 476-494. Cambridge, Massachusetts: Blackwell.
- Carr, Philip. 2012. English Phonetics and Phonology: An introduction. John Wiley and Sons.
- Chomsky and Halle. 1968. *The Sound Pattern of English*. New York: Harper and Row.
- Clements, G.N. 2004. Feature Organization. In Keith Brown (Ed.), *The Encyclopedia of Language and Linguistics*, 2nd Edition. Oxford: Elsevier Limited.
- Dresher, Elan. 2003. The Contrastive Hierarchy in Phonology. *Toronto Working Papers in Linguistics*, 1.20: 47-62.
- Duanmu, San. 2004. Tone and Non-Tone Languages: An alternative typology. *Language and Linguistics* 5.4: 891-923.
- Fery, C. and R. Van de Vier. 2003. *The Syllable in Optimality Theory*. Cambridge: Cambridge University Press.
- Goldsmith, J. A. 1990. *Autosegmental and Metrical Phonology*. Cambridge, Mass.: Basil Blackwell.
- Grice, M., Sneed, J. and Warren, P. 2020. Intonation Systems Across Varieties of English. In Gussenhoeven, C., Chen, A., *The Handbook of Language Prosody*, pps. Oxford, UK: Oxford University Press.
- Harris, John. 1994. *English Sound Structure*. Oxford/Cambridge: Blackwell Publishers.
- Hyman, L. M. 2007. Where’s Phonology in Typology? *Linguistic Typology*. <http://roa.rutgers.edu>
- Inkelas, Sharon, and Draga Zec. 1995. Syntax-Phonology Interface. In J.A. Goldsmith (Ed.), *The Handbook of Phonological Theory*, pp. 535-549. Cambridge, Mass: Blackwell.
- International Phonetic Association. 1999. *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.
- Kager, René. 1999. Optimality Theory. Cambridge: Cambridge University Press.
- Klein, Ewan. 2000. A Constraint-Based Approach to English Prosodic Constituents. In *Proceedings of the Conference of the 38th Annual Meeting of the Association for Computational Linguistics*.
- Labov, W., S. Ash and C. Boberg. 2006. *The Atlas of North American English: Phonetics, phonology and sound change*. Berlin: Mouton de Gruyter.

- Ladefoged, P. 1982. *A Course in Phonetics*. New York: Harcourt, Brace, And Jovanovic.
- Ladefoged, P. 1962. *Elements of Acoustic Phonetics*. New York: Dover Publications.
- McCarthy, John J. 2008. *Doing Optimality Theory: Applying Theory to Data*. Massachusetts/Oxford/Carlton: Blackwell Publishing.
- Pierrehumbert, J. and Beckman. 1986. Intonational Structure in English and Japanese. *Phonology Yearbook*, 3: 255-309.
- Prince, Alan and Paul Smolensky. 1993. *Optimality Theory: Constraint Interaction in Generative Grammar*. Manuscript RuCCS-TR-2; CU-CS-696-93 (<http://roa.rutgers.edu/files/537-0802/537-0802-PRINCE-0-0.PDF>).
- Sandler, W. 2003. Sing Language Phonology. In W. Frawley (Ed.), *The Oxford Encyclopedia of Linguistics*. Oxford: Oxford University Press.
- Selkirk, E. 1995. Sentence Prosody: Intonation, Stress, and Phrasing. In J.A. Goldsmith (Ed.), *The Handbook of Phonological Theory*, pp. 550-569. Cambridge, Massachusetts: Blackwell.
- Soifer, Guy S. 2004. *The Autosegmental Phonological Theory Used to Represent Assimilations/Modifications in American Sign Language*, M.A. Thesis, University of Texas at Arlington.
- Spencer, Andrew. 1996. *Phonology*. Oxford, UK: Blackwell Publishers.
- Tessier, Anne-M. 2008. Frequency of Violation and Constraint-Based Phonological Learning (forthcoming *Lingua*)
- Trubetzkoy, N.S. (1969). *Principles of Phonology*. Berkeley/Los Angeles: University of California Press.
- Walker, Rachel, and Geoffrey K. Pullum. 1999. Possible and Impossible Segments. *Language*, 75.4: 764-780.

ELECTRONIC RESOURCES:

- Visual: <http://www.uiowa.edu/~acadtech/phonetics/>
- Transcription: <http://ipa.typeit.org>
- Languages of the world: <http://www.ethnologue.com/>
- WALS: <http://wals.info/>
- Sounds of the world languages:
<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/index/indexes.html>
- IPA symbols and pronunciation:
<http://hctv.ucla.edu/departments/linguistics/VowelsandConsonants/vowels/contents.htm>
- IPA: <http://www.langsci.ucl.ac.uk/ipa/>
- British/American vowel systems: <http://faculty.washington.edu/dillon/PhonResources/vowels.html>
- American English sounds and atlas North American English:
<http://faculty.washington.edu/dillon/PhonResources/newstart.html>
- Descriptions varieties English language: <http://www.ic.arizona.edu/%7EElsp>
- Archives of speakers of English as L1 and L2: <http://accent.gmu.edu/>
- Software for phonetic analysis: <http://www.fon.hum.uva.nl/praat/>
- American English Prosody: https://www.youtube.com/watch?v=hfWU5IVpSOQ&feature=emb_logo

SCHEDULE AND READINGS (PDF files):

Date	Topic/Homework	Readings / Materials
January		
25	Syllabus / Introduction: Sound interpretation and systems	Handout
February		
1	Acoustic and articulatory phonetics, transcription / Phonetics vs. phonology / Questions	Handbook IPA (1999-Introduction), Ladefoged (1982-Chaps. 1 & 2) / LAB
8	Structuralism: Distinctive and contrastive oppositions (segments and prosodic features) / Allophones and phonemes / Questions	Spencer (1996-Chap. 1) / Trubetzkoy (1969-Chaps. 1 & 2)/ LAB
15	Holiday	
22	Variation and English Phonology	Labov, Ash, and Boberg (2006) (Intro, chapters 2, 22, and free selection one extra chapter; except Chapt. 21)
March		
1	Allophonic Variation: SPE and contextual rules / Homework #1	Spencer (1996-Chap. 2 & 4), Chomsky and Halle (1968-Chap. 8)
8	ASL and Phonology / Questions	Sandler (2000), Soifer (2004-Chap. 3, pp. 21-36) / LAB
15	Review	Handout
22	Holiday	
29	Examination Application Exercises	
April		
1-3	Holy Week	
5	Autosegmental Phonology and the Syllable / Abstract Oral Presentation	Carr (2012-Chapters 7), Goldsmith (1990-Chapters 1 &2)
12	Introduction to Optimality Theory	Archangeli (1999) / LAB
19	Acquisition and Optimality Theory / Questions	Alves (2004), Kager (1999-Chap. 7) / LAB
26	Stress, Metrical Theory, Intonation, and Optimality theory / Questions	Kager (1999-Chap. 4), Grice Sneed and Warren (2020)
May		
3	Syllable Structure and Lexical features in OT	Fery and Van de Vier (2003)
5	Oral Presentations	
10	Oral Presentations	