LIN 892: Laboratory Phonology
Fall 2014

Instructor/TA Info:

Instructor
Karthik Durvasula
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Meetings:
by Regular Off. hours:
Thur, 2:10pm – 4:10pm
(or) by appointment

[NOTE: It's best to email me a day or two BEFORE you meet with me so that I can let you know if I am free at the time you plan to come.]

Class Schedule / Location
Wednesday 3:00 – 5:50pm Wells Hall A228

COURSE GOALS:
This course is intended to introduce students to issues related to *Laboratory Phonology*. As with any other topic, the literature on *Laboratory Phonology* is simply too large to cover in one course. Even the questions addressed using Laboratory Phonology techniques are too many to address in one single course. In this course, we will look at three sorts of questions asked using Lab. Phon. Techniques: (a) Explanation in Phonology, (b) Representations in Phonology, (c) Generalizations in Phonology. As should be obvious to most people who have done basic work in phonological theory, these ARE the main questions that people have tried to address over the last few decades in phonology. We will see how one can bring experimental evidence to bear on these issues. As always, I hope the ideas developed in this course will lead to future research of your own, and for this reason, there will be heavy emphasis on developing and conducting research over the semester.

REQUIRED TEXT:
Throughout this course, the emphasis will be on reading original experimental sources. All the required readings will be given to you in one of the following ways:

a) distributed in class, b) posted on the course website on ANGEL, and/or c) placed on reserve in the library.

NOTE: You are responsible for all material in the assigned chapters and supplemental readings, even if we do not discuss it in class (unless you are given information to the contrary). You are also responsible for all material covered that is not in the book (unless you are given information to the contrary).

COURSE REQUIREMENTS:

- **Attendance**

Attendance will not be taken. However, students are expected to attend all classes since classroom discussion is most crucial to get a better understanding of the material. Please be sure to get the notes from any class you may miss. Some materials maybe be sent via email, but you should also check with me or a classmate regarding material you may have missed.

- **Readings**

Students are expected do all the assigned readings, preferably before a topic begins.

- **Participation**

Students are expected to attend all classes and participate in group work and the discussions. Everyone in the class will be graded on ever paper presented in the course. Those who aren't presenters get graded for their discussion contribution.

- **Final Research Paper**

You will work towards designing a full-fledged experiment in the first half of the course, and actually run it and analyse it during the second half. We will have regular discussion about the progress of your work, and a part of your grade (Research Presentations) is related to these discussions. It is best to come to class prepared with a short hand-out for such research discussions.

- **Grading Policy**

  Note: There are no Tests.

GRADING WEIGHTS:		**GRADING SCALE:**		
In-class Discussion	**25%**	**4.0**	**-**	**93% or higher**
Research Presentations	**15%**	**3.5**	**-**	**85% - 92.9%**
Final Res. Presentation	**20%**	**3.0**	**-**	**77% - 84.9%**
Final Paper	**40%**	**2.5**	**-**	**69% - 76.9%**
	100%	**2.0**	**-**	**61% - 68.9%**
		1.5	**-**	**53% - 60.9%**
		1.0	**-**	**45% - 52.9%**
		0.0	**-**	**44.9% or lower**

If you cannot come to a scheduled test, you must discuss this with me at least ONE CLASS PERIOD BEFORE the test. If there is an emergency after this, and you cannot contact anyone in person, send me an e-mail explaining the nature of the emergency and how you can be contacted to discuss the matter.

COURSE SCHEDULE:

This schedule is subject to slight variation, so if you miss a class, be sure to check with me or a classmate. It is most helpful to do the readings for a given topic BEFORE the first class dealing with that topic. This will make the lectures easier to follow, and you will be in a better position to ask questions about things that might not be clear to you.

Homework will be emailed or handed out in class.

DATE	TOPIC	PRESENTER
3rd Sept	Discussion of Syllabus + Course expectations	
10th Sept	Explanations in Phonology: *Nasal related phenomena* a) Ohala, J. J. 1987. Explanation in phonology: Opinions and examples. In: W. U. Dressler, H. C. Luschützky, O. E. Pfeiffer, & J. R. Rennison (eds.), *Phonological 1984*. 215-225. b) Ohala, J. J. & Ohala, M. 1993. The phonetics of nasal phonology: theorems and data. M. K. Huffman & R. A. Krakow (eds.), *Nasals, nasalization, and the velum*. 225-249.	Karthik
17th Sept	Explanations in Phonology: *Voicing effect* a) Kluender, K. R., Diehl, R. L. & Wright, B.A. (1988). Vowel-length differences before voiced and voiceless consonants: an auditory explanation. *Journal of Phonetics 16*: 153-169. b) Fowler, C. A. (1992). Vowel duration and closure duration in voiced and unvoiced stops: there are no contrast effects here. *Journal of Phonetics, 20*: 143-165.	Karthik Saya
24th Sept	Explanations in Phonology: Analytic bias a) Moreton, E. (2008). Analytic bias and phonological typology. *Phonology*, 25. 83-127. b) Yu, A. (2011). On measuring phonetic precursor robustness: a response to Moreton. *Phonology*, 28. 491–518.	Xiaomei Karthik
1st Oct	Explanations in Phonology: Loanwords a) Kang, Yoonjung (2003). Perceptual similarity in loanword adaptation: English postvocalic word-final stops in Korean. *Phonology, 20, 219-273.* b) Ho-Hsin's research.	Ho-Hsin

8th Oct	Representations: Laryngeal features a) Iverson, Gregory K. & Joseph C. Salmons (1995). Aspiration and laryngeal representation in Germanic. Phonology 12. 369–396. b) Beckman, J., Jessen, M., & Ringen, C. (2013). Empirical evidence for laryngeal features: Aspirating vs. true voice languages. *Journal of Linguistics*, *49*(2), 259-284.	Patty Chenchen
15th Oct	Representations: Syllable Structure (ambisyllabicity) a) Treiman, R., & Danis, C. (1988). Syllabification of intervocalic consonants. *Journal of Memory and Language*, *27*, 87–104. b) Krakow, R. (1999). Physiological organization of syllables : a review. *Journal of Phonetics*, *27*(1), 23–54. [*only a part of it perhaps*] c) Extra Readings: Steriade, D. (1999). *Proceedings of the 1998 Linguistics & Phonetics Conference*, 205–242.	Monica Dan
22nd Oct	a) Perhaps a paper - depending on how many projects are there. **b) Preliminary Research Presentations**	
29th Oct	Representations: Prosodic Structure a) A brief primer on the prosodic hierarchy. (TBA) b) Dilley, L., Shattuck-Hufnagel, S., & Osterdorf, M. (1996). Glottalization of word-initial vowels as a function of prosodic structure. *Journal of Phonetics*, *24*, 423–444. c) Cho, T., Keating, P., Fougeron, C., & Hsu, C. (2003). Domain-initial strengthening in four languages. In *Laboratory Phonology 6* (pp. 145–163). Cambridge University Press. d) Extra Readings: Kang, Y. (1992). Prosodic Structure of Korean. In *Proceedings of the 1992 Seoul International Conference on Linguistics* (pp. 199–208). Seoul, Korea: Hanguk Munhwasa, Seoul.	Karthik Saya Mingzhe

5th Nov	Representations: Categorical or not? a) Port, R., O'Dell, M., 1985. Neutralization of syllable-final voicing in german. Journal of Phonetics , 455–471. b) Fourakis, Marios and Iverson., Gregory. 1984. On the `incomplete neutralization' of German final obstruents. Phonetica 41.140-49. ~~c) Dinnsen, D., Charles-Luce, J., 1984. Phonological neutralisation, phonetic implementation and individual differences. Journal of Phonetics 12, 49-60.~~ d) Manaster Ramer, A. (1996). A letter from an incompletely neutral phonologist. Journal of Phonetics 24, 477–489.	Xiaomei Chenchen Ho-Hsin Qian
12th Nov	Generalizations: What is generalized? a) Becker, M., Ketrez, N., and Nevins, A. (2011). The surfeit of the stimulus: Analytic biases filter lexical statistics in Turkish laryngeal alternations. Language 87:1, pp. 84–125.	Ho-Hsin
19th Nov	Generalisations: Consonant Harmony a) Gallagher, G. (2013). Speaker awareness of non-local laryngeal phonotactics in Cochabamba Quechua. *NLLT,* 31. 1067-1099 b) Gallagher, G. (2013). Learning the identity effect as an artificial language: Bias and generalization. *Phonology,* 30. 1-43.	Mingzhe Monica
26th Nov	Generalizations: Abstract generalizations a) Kenstowicz (1994). Discussion of Yers in the book. b) Gouskova, M. & Becker, M. (2013). Nonce words show that Russian yer alternations are governed by the grammar. NLLT 31:3, pp. 735–765.	Patty Qian
3rd Dec	Generalizations: Those that are not easily observed through regular phonological analysis. Hayes, B. & Albright, A. (2003). Rules vs. analogy in English past tenses: a computational/experimental study. *Cognition* 90: 119-161.	Karthik
9th Dec (Tuesday) Finals Week	**Final Presentations (3:00-5:00pm; in your regular classroom)**	

Appendix 1: Some notes on how to read a paper in this class

In what follows, I briefly discuss the strategy I use to read experimental papers. I have found it very useful and time-saving. Try it and see if it works for you.

Step1: Read the *Abstract* and think for a minute about what the article will try and show.

Step 2: Read the *Introduction* to get familiar with the background facts and viewpoints of the authors.

Step 3: Read the *Conclusions* to see what they claim to have shown.

Step 4: Now that you have a clear idea of what to expect, look at the actual *experiment/argument* and constantly think about confounds (meaningful confounds that could affect the interpretation, not silly side-details).

Step 5: Then see if the conclusions/interpretation are merited. Is there another possible explanation?

Step 6: Ask yourself how what you have learned from the paper modifies your view of the general topic.

NOTE: Steps 5 & 6 are the MOST important step – synthesis of the knowledge. This is what allows you to actually be a good scientist in the long run. This is what generates new ideas and experiments. Every other step could be done by a decent high-school student could do.

Appendix 2: What to present when you present a paper

1) Topic
    a. What is the general topic the paper is trying to get at?
    b. What is the narrower question that the authors actually attempt to answer?
    c. How does the experiment answer the theoretical question of interest?
2) If it is an experimental paper, What is the paradigm or set-up?
    a. Are there any limitations of the experimental paradigm used?
    b. Are there any possible confounds?
    c. How could one improve the experiment?
3) What do the stimuli look like?
    a. Why did they choose those?
    b. Can you think of any problems/confounds?
    c. How could one improve the experiment?
4) Experimenal Results
    a. Plots, tables...
5) Conclusions
    a. Are the inferences/claims made by the authors reasonable from the data?
    b. Any other viewpoints/explanations that account for the data?
    c. What kind of experiment could separate other views and the view in the paper?

Appendix 3: What to prepare for when you are not presenting

1) Since those who are not presenting get graded on participation and input, you will have to do effectively the same thing as the presenter to get ready for the class.
2) Of course, you don't need to create an actual presentation.
3) But, notes following a pattern similar to those in *Appendix 2* will make your life easier.