

Winter 2018

Mon & Wed 10:05-11:25; LEA 110

Instructor: Heather Goad
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Office: 1085 Penfield, Room 320, x4223
Office Hours: M 12:00-1:00 & Th 2:00-3:00

Prerequisites:

LING 331. LING 355 or equivalent recommended.

Outline:

This course will investigate the development of prosodic (and segment) structure by first (and second) language learners. The focus will be on issues that arise in the context of Optimality Theory, a theory of grammar where the linguistic competence of a speaker comprises a finite set of hierarchically-ranked, violable constraints. The course will examine a number of issues that arise for (first) language acquisition in the OT context including: Is there an initial ranking of constraints? If so, are markedness constraints (which strive for structurally- and/or phonetically-defined well-formedness) initially ranked over faithfulness constraints (which strive to maintain identity between input and output), or is the ranking the reverse? Do children's early grammars contain all and only the constraints present in adult grammars, or do some constraints emerge later in development? Are there child-specific (interpretations of) constraints? If not, how do we capture child-specific processes such as Consonant Harmony? Can comprehension and production be captured within a single OT grammar? How do we formally capture optionality and overlapping stages in development?

Readings:

Textbook (available at McGill bookstore & on reserve): Tessier, A.-M. (2016) *Phonological acquisition: Child language and constraint-based grammar*. London: Palgrave.

Papers: Available on myCourses.

Evaluation:

Assignment 1	10%	Given out Mon Jan 29; due Wed Feb 7
Assignment 2	20%	Given out Wed Feb 14; due Fri Mar 2
Assignment 3	30%	Given out Wed Mar 14; due Wed Apr 4
Final Paper or Final Exam	40%	Final paper due on the date of the final exam at 4:30

Students can choose between final paper (15-25 pages double-spaced) and final exam (open book) – each student must submit decision by e-mail to heather.goad@mcgill.ca by 5:00 Wed Mar 28.

Assignments:

- All assignments will take the form of a problem set for which you are required to provide an analysis.
- Assignment 1 is small, and is intended to ensure that you have theoretical and empirical command of OT as well as a solid grasp of the acquisition issues under focus.
- Assignments 2 and 3 will involve larger sets of data. Beyond providing an analysis of the data, you must include some argumentation that justifies the analysis you have arrived at. The analysis should be written up in squib (short paper) format.
- Each assignment must be handed in by 4:30 on the due date. Assignments can be submitted electronically (in pdf format) or in hard copy (to me directly or placed in the drop-box in the photocopy room outside the department office, 1st floor, 1085 Penfield).
- Collaboration on assignments is encouraged (maximally 3 students per group). You can discuss the assignments within your group but not across groups; please indicate on the written version with whom you worked. If you choose to collaborate, it would be optional if you handed in a single group report.

- To type IPA characters, including diacritics, there are two options: (1) interactive IPA keyboards: <http://ipa.typeit.org/full/> or <http://westonruter.github.io/ipa-chart/keyboard/>;
(2) IPA keyboard layouts for which you need to change keyboard language settings: http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&id=uniipakeyboard.

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Syllabus (dates are approximate):

Weeks 1-2 (Jan 8, 10 & 15):

- **Overview of common processes in the acquisition of phonology**
Read: Fikkert, P. (2007) Acquiring phonology. In P. de Lacy (ed) *Handbook of phonological theory*. Cambridge: CUP, pp. 537-554.
 Rose, Y. & S. Inkelas (2011) The interpretation of phonological patterns in first language acquisition. In M. van Oostendorp, C. Ewen, E. Hume & K. Rice (eds.) *Companion to Phonology*. Oxford: Wiley-Blackwell, pp. 2414–2438.
Optional:
 Tessier §2.2: Speech perception in the first year of life.

Weeks 2-3 (Jan 17, 22 & 24):

- **Introduction to OT and issues for acquisition**
Read: Boersma, P. & C. Levelt (2003) Optimality Theory and phonological acquisition. *Annual Review of Language Acquisition* 3: 1-50.
 Goad, H. (2016) Phonological processes in child speech. In J. Lidz, W. Snyder & J. Pater (eds) *The Oxford handbook of developmental linguistics*. Oxford: OUP, pp. 43-67.
Optional (for now; you will want to come back to these chapters for your assignments):
 McCarthy, J. (2008) *Doing Optimality Theory: Applying theory to data*. Oxford: Blackwell,
 Ch 1: An introduction to Optimality Theory; Ch 2: How to construct an analysis.

Week 4 (Jan 29 & 31):

- **Optimizing syllable shape, with a focus on onsets**
Read: Tessier Ch 3: Early phonology: The shapes of syllables.
Read: Tessier §5.5.6: Another process among places of articulation.
Skim: Tessier Ch 5: Early phonology: Consonants.

Week 5 (Feb 5 & 7):

- **Optimizing syllable shape, with a focus on codas**

Read: Tessier §6.1: Consonants in codas.

Week 6 (Feb 12 & 14):

- **Optimizing word shape**

Read: Tessier Ch 4: Early phonology: Word sizes and shapes.

Week 7 (Feb 19):

- **Child-specific processes, with a focus on consonant harmony**

Read: Tessier Ch 5.5.5: Velar Fronting. 5.6: On alternative explanations.
Tessier, §6.3: Consonant harmony.

Week 7 (Feb 21):

- **Lexical effects and the role of frequency in acquisition**

Read: Tessier Ch 7: Lexical influences and interactions in phonological learning.

Week 8 (Feb 26 & 28):

- **Phonology–morphology interface**

Read: Tessier Ch 8: Acquiring Morpho-phonology

Week 9 (Mar 12 & 14):

- **Comprehension vs. production**

Read: Pater, J. (2004) Bridging the gap between receptive and productive development with minimally violable constraints. In R. Kager, J. Pater & W. Zonneveld (eds) *Constraints in phonological acquisition*. Cambridge: CUP, pp. 219-244.

Week 10 (Mar 19 & 21):

- **Formalizing the initial state and the developmental path**

Read: Tessier Ch 10: Some OT theories of phonological learning.

Week 11 (Mar 26 & 28):

- **The initial state and sources of evidence for grammar construction in L2 acquisition**

Read: Trapman, M. & R. Kager (2009) The acquisition of subset and superset phonotactic knowledge in a second language. *Language Acquisition* 16: 178-221.
Schwartz, M. & H. Goad (2017) Indirect positive evidence in the acquisition of a subset grammar. *Language Acquisition*. 24: 234-264.

Week 12 (April 4):

- **Markedness in L2 acquisition**

Read: Broselow, E., S.-I. Chen & C. Wang (1998) The emergence of the unmarked in second language phonology. *Studies in Second Language Acquisition* 20: 261-280.

Week 13 (April 9 & 11):

- **Phonology–morphology interface in L2 acquisition**

Read: Goad, H., L. White & J. Steele (2003) Missing inflection in L2 acquisition: Defective syntax or L1-constrained prosodic representations? *Canadian Journal of Linguistics* 48: 243-263.

Week 14 (April 16):

- **Review**