

LINGUISTICS 531: PHONOLOGY 2

TOPIC: PROSODIC STRUCTURE

Winter 2021
MW 10:05-11:25

INSTRUCTOR: Heather Goad
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Office Hours: M 9:00-10:00, W 11:30-12:30; OH will be held over Zoom (links provided on myCourses)

PREREQUISITE:
LING 331 or equivalent.

OUTLINE:

This course is concerned with the basic units of phonological structure above the segment (syllable, foot, prosodic word, phonological phrase). The primary focus is on understanding the kind of evidence that is cited as support for or against these units and their organization into constituents. To this end, considerable emphasis is placed on critically evaluating and comparing alternative theoretically-grounded solutions to empirical phenomena in the prosodic domain, including syllable structure, stress, the prosodification of morphologically-complex words and prosodic morphology.

READINGS:

Available on myCourses.

EVALUATION:

Assignment 1	15%	Given out W Jan 27; due W Feb 10
Assignment 2	20%	Given out W Feb 17; due W Mar 10
Assignment 3	25%	Given out W Mar 17; due W Apr 7
Final Paper or Final Exam	40%	Final paper due at the same time/date that final exam must be submitted.

Students can choose between final paper (15-20 pages double-spaced) and final exam (72 hour take-home) – each student must submit decision to heather.goad@mcgill.ca by 5:00pm W Mar 24.

PROCEDURES:

1. Lectures:

- The course will be taught live (synchronous delivery) over Zoom. The lectures will also be recorded (using Zoom, with recordings available through myCourses).
- Handouts for the lectures will be posted on myCourses ahead of time.
- If you are attending a lecture live, you must consent to being recorded; you will be notified about this through a pop-up window in Zoom. If you are not comfortable being in a class that is being recorded, you can decide to not take part by logging off Zoom. All recordings will be available on myCourses so that if you log off, you will be able to watch them at a later time.

Please ensure that video, audio and associated materials for this course are not reproduced or placed in the public domain. This means that each of you can use it for your educational purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill's [Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you.

2. Class Participation:

- Students are strongly encouraged to ask questions during the lectures and participate in class discussions. Your questions can be asked live or posted using the chat function in Zoom.
- There will be no marks allotted for participation, so if you are not able to attend the live lectures, you will not be penalized for failure to attend/participate.
- Every two weeks or so, some class time (10-15 minutes) will be devoted to in-class 'homework'. The class will be divided into three or four groups (using the breakout room function on Zoom) and each group will focus on a different small data set and try to determine the challenges that the data present for the theoretical issues we are focusing on. No marks are allotted to this – it is intended to help you learn from and with your classmates.

3. Assignments:

- All assignments will take the form of a problem set for which you are required to provide an analysis of data. You must also 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 submitted by 11:59pm on the due date. Assignments must be submitted electronically (in pdf format) on myCourses.
- Collaboration on assignments is encouraged (maximum 4 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 is optimal if you submit a single group report.
- If you experience technical issues when trying to submit your assignment, you must contact me at heather.goad@mcgill.ca ASAP.
- Aside from technical issues, late assignments will not be accepted unless you have a certified medical excuse and I have been notified within 24 hours (heather.goad@mcgill.ca) of when the assignment was due.

4. Final Exam:

- For those students who choose to write the final exam, it will be open book: it is unsupervised and you can consult resources (handouts, class notes, readings, textbooks from other courses as well as on-line resources) – but you CANNOT consult other people: this includes students currently or formerly enrolled in this course, at McGill or at any other university.
- The exam will be administered in a fixed format (i.e., with a fixed start time and set time limit for completion). You will have 72 hours to complete it.
- You may choose to type your solutions (on the exam itself or in a separate document) and/or fill in your answers by hand (in *clear* handwriting).
- Whichever option(s) you choose, your completed exam must be uploaded to myCourses (an exam submission folder will be created for this). Please submit **one file in pdf format**. If you take pictures of your solution and your file is saved as a jpg, please **export the file as pdf**.
- If you experience technical issues when trying to submit your exam, you must contact me at heather.goad@mcgill.ca ASAP.
- Aside from technical issues, late exams will not be accepted unless you have a certified medical excuse and I have been notified within 24 hours (heather.goad@mcgill.ca) of when the exam was due.

5. Final Paper:

- For those students who choose to write a final paper, the paper can be on any topic in phonology (not limited to prosodic structure), in any theoretical framework (not limited to those covered in this course).
- You can collect your own data or use data available in the literature/public domain (a useful source for data is grammars of understudied or classical languages).
- The paper can draw data from any context of language learners/users: the grammars of native speaker adults, children, adult second language learners, individuals with language impairment, heritage speakers.
- A topic that takes a comparative angle is typically the most straightforward, e.g., a topic that compares two theoretical approaches to a particular empirical phenomenon, that examines

second language learners' acquisition of some phonological construction as compared to the construction (or lack thereof) in their native language, etc.

- If you intend to write a paper, you should consult with me regularly about your topic/progress.
- Please submit **one file in pdf format** on myCourses (a paper submission folder will be created for this).
- If you experience technical issues when trying to submit your paper, you must contact me at heather.goad@mcgill.ca ASAP.
- Aside from technical issues, late papers will not be accepted unless you have a certified medical excuse and I have been notified within 24 hours (heather.goad@mcgill.ca) of when the paper was due.

6. Marking:

- Any issue about the marking of an assignment/exam/paper must be addressed within **two weeks** of the date when the assignment/exam/paper was returned.

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Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

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SCHEDULE OF DATES:

Dates for topics covered are approximate and subject to change, depending on any challenges we face with remote delivery of lectures.

WEEK	DATE	TOPIC	READINGS
1	Jan 11	Overview: Puzzles	
Syllable structure			
	Jan 13	Constituency and Onset Rhyme Theory	Goldsmith (2011)
2	Jan 18	Onsets and left-edge clusters	Goad (2011)
	Jan 20	Syllabification of CGV strings	Davis & Hammond (1995)
3	Jan 25	Codas and onsets of empty-headed syllables	Piggott (1999)
	Jan 27	Syllable contact and right-edge clusters	Rice (1992)
4	Feb 1	Syllable structure in Optimality Theory	Kager (1999: Ch 3)
	Feb 3	Ambisyllabicity	Hayes (2009)
5	Feb 8	Government Phonology	Kaye (1990)
	Feb 10	When does syllabification take place?	Goldsmith (2011)
Prosodification of morphologically-complex words			
6	Feb 15	Derivation and inflection; prefixes and	Selkirk (1996)
	Feb 17	suffixes; compounds	

7	Feb 22	Articles and other clitics	
	Feb 24	L2 acquisition of functional morphology	Goad & White (2019)
Prosodic morphology			
8	Mar 8	Moraic Theory, weight and compensatory lengthening	Hayes (1989)
	Mar 10	Reduplication	McCarthy & Prince (1995)
9	Mar 15	Reduplication in OT	Kager (1999: Ch 5)
	Mar 17	Infixation	McCarthy & Prince (1995)
10	Mar 22	Word minimality and truncation	Grüter (2003)
	Mar 24	Prosodic morphology and OT	McCarthy & Prince (1995)
11	Mar 29		
Stress			
	Mar 31	Stress systems	Gordon (2011)
12	Apr 7	Foot typology: trochees vs. iambs	Hyde (2011)
13	Apr 12	Stress in OT	Kager (1999: Ch 4)
	Apr 14	'Stress' in French	TBA
	April 15	Review	

READINGS:

- Davis, S. & M. Hammond (1995) On the status of onglides in American English. *Phonology* 12: 159-182.
- Goad, H. (2011) The representation of sC clusters. In M. van Oostendorp et al. (eds) *The Blackwell companion to phonology*. Oxford: Wiley-Blackwell, pp. 898-923.
- Goad, H. & L. White (2019) Prosodic effects on L2 grammars. *Linguistic Approaches to Bilingualism* 9: 769-808.
- Goldsmith, J. (2011) The syllable. In J. Goldsmith et al. (eds) *The handbook of phonological theory*, 2nd ed. Oxford: Wiley-Blackwell, pp. 164-196.
- Gordon, M. (2011) Stress systems. In J. Goldsmith et al. (eds) *The handbook of phonological theory*, 2nd ed. Oxford: Wiley-Blackwell, pp. 141-163.
- Grüter, T. (2003) Hypocoristics: The case of *u*-formation in Bernese Swiss German. *Journal of Germanic Linguistics* 15: 27-63.
- Hayes, B. (1989) Compensatory lengthening in moraic phonology. *Linguistic Inquiry* 20: 253-306.
- Hayes, B. (2009) Chapter 13A: Syllabification in English.
<https://linguistics.ucla.edu/people/hayes/120a/HayesAmbisyllability.pdf>
- Hyde, B. (2011) The iambic-trochaic law. In M. van Oostendorp et al. (eds) *The Blackwell companion to phonology*. Oxford: Wiley-Blackwell, pp. 1052-1077.
- Kager, R. (1999) *Optimality Theory*. Cambridge: Cambridge University Press.
 Ch 3: Syllable structure and economy.
 Ch 4: Metrical structure and parallelism.
 Ch 5: Correspondence in reduplication.
- Kaye, J.D. (1990) 'Coda' licensing. *Phonology* 7: 301-330.
- McCarthy, J. & A. Prince (1995) Prosodic morphology. In J. Goldsmith (ed.) *The handbook of phonological theory*. Oxford: Blackwell, pp. 318-366.
- Piggott, G.L. (1999) At the right edge of words. *The Linguistic Review* 16: 143-185.
- Rice, K. (1992) On deriving sonority. *Phonology* 9: 61-99.
- Selkirk, E.O. (1996) The prosodic structure of function words. In J.L. Morgan & K. Demuth (eds) *Signal to syntax*. Mahwah, NJ: Lawrence Erlbaum, pp. 187-213.

TERRITORY ACKNOWLEDGEMENT:

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.