

LING 635 / LING 735
Phonetics and Phonology 4 / Seminar in Phonology
Winter 2025
M & W 1:05-2:25
1085 Penfield, room 117

INSTRUCTOR: Heather Goad
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Office Hours: Mon 3:00-4:00 & Thurs 9:30-10:30
Office: 1085 Penfield, room 320

PREREQUISITE:
LING 631 (Phonology 3) or equivalent

COURSE DESCRIPTION:

The Winter 2025 instantiation of LING 635/735 focuses on the **SYLLABLE**. We will examine the kind of evidence that has been provided for (or against) the syllable and, in the former case, for the constituents it may contain. Considerable emphasis will be placed on critically evaluating and comparing alternative views of the syllable and syllabification, drawing on various types of evidence.

REQUIREMENTS:

For students enrolled in LING 635, this course is marked with letter grades.

For students enrolled in LING 735, this course is marked Pass/Fail.

Students registered in both courses must:

- Do all of the readings (posted on myCourses);
- Regularly participate in class discussions;
- Post (a minimum of) one observation for 25 of 29 readings on the Discussion board on myCourses, starting in Week 2;
- Do a critical presentation of one assigned reading or a suitable substitute (with permission of the instructor).

Students registered in LING 635 must additionally:

- Write a final paper on any topic in phonology.

EVALUATION:

	LING 635	LING 735	
Observations	15%	50%	Active discussion of the readings is key for the success of this course. Having you post (a minimum of) one observation for each reading will ensure that you do the readings and come to class prepared to discuss them. The observations you post can be about inconsistencies that you find, empirical problems that you identify, things you don't understand, comparisons across readings, etc. Observations must be posted by 6:00pm the day before the class where the readings will be discussed so that everyone has time to reflect on them before class. Full credit will

			be given if you submit one observation for 25 of the 29 readings for Weeks 2-13. You do not need to post any observations for the paper you present.
Presentation	15%	50%	Each student must make a critical presentation of one assigned reading or a suitable substitute. The presentation should discuss the theoretical perspective of the authors, as well as the data they use in defence of the position they take. You should strive to make connections with other papers (theory or data) that we have discussed earlier; you can also bring in your own work or relevant material that you have come across independently. The presentation should be about 20 minutes + 10 minutes for questions/discussion. You should make a handout or use slides.
Final paper	70%	–	Each student in 635 must write a final paper on some topic in phonology – it need not be on syllable structure. The paper should be original research, but it can be thematically related to something you are already working on. If your interests are more experimental, the paper can outline a study that you would like to undertake to test some phonological construct. The paper should be ~15 pages in length; it is due April 23 at 11:59pm. You are strongly encouraged to meet with the instructor at regular intervals to discuss the progress on your paper.

MCGILL POLICY STATEMENTS:

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. / Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

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SCHEDULE OF DATES:

WEEK	DATE	TOPICS	READINGS
1	Jan 6, 8	Overview of the syllable	Blevins, J. (1995) The syllable in phonological theory. In J. Goldsmith (ed) <i>The handbook of phonological theory</i> . Blackwell, pp. 206-244.
2	Jan 13, 15	Motivating constituency: Unusual cases	Pike, K.L. & E.V. Pike (1947) Immediate constituents of Mazateco syllables. <i>IJAL</i> 13(2): 78-91. Yoon, Y.B. & B. Derwing (2001) A language without a rhyme: Syllable structure experiments in Korean. <i>Canadian Journal of Linguistics</i> 46: 187-237.
3	Jan 20, 22	Sonority	Clements, G.N. (1990) The role of the sonority cycle in core syllabification. In J. Kingston & M. Beckman (eds) <i>Papers in laboratory phonology I: Between the grammar and physics of speech</i> . CUP, pp. 283-333. Henke, E., E. Kaisse & R. Wright (2012) Is the Sonority Sequencing Principle an epiphenomenon? In S. Parker (ed) <i>The sonority controversy</i> . De Gruyter Mouton, pp. 65-100.
4	Jan 27, 29	Phonotactics	Harris, J. (1994) <i>English sound structure</i> . Blackwell [excerpts]. Crouch, C., A. Katsika & I. Chitoran (2023) Sonority sequencing and its relationship to articulatory timing in Georgian. <i>Journal of the International Phonetic Association</i> 53/3. Rice, K. (1992) On deriving sonority: A structural account of sonority relationships. <i>Phonology</i> 9: 61-99.
5	Feb 3, 5	Moraic Theory	Hayes, B. (1989) Compensatory lengthening in moraic phonology. <i>Linguistic Inquiry</i> 20: 253-306. Zec, D. (1995) Sonority constraints on syllable structure. <i>Phonology</i> 12: 85-129.
6	Feb 10, 12	Minor syllables: Weightless vowels	Shih, S.H. (2018) <i>Non-moraic schwa: Phonology and phonetics</i> . PhD thesis, Rutgers [excerpts]. Shaw, P.A. (1994) The prosodic constituency of minor syllables. <i>WCCFL</i> 12: 117-132. Piggott, G.L. (1995) Epenthesis and syllable weight. <i>NLLT</i> 13: 283-326.
7	Feb 17, 19	Weightless geminates and weighted onsets	Tranel, B. (1991) CVC light syllables, geminates and Moraic Theory. <i>Phonology</i> 8: 291-302. Topintzi, N. (2008) On the existence of moraic onset geminates. <i>NLLT</i> 26: 147-184. Ryan, K.M. (2014) Onsets contribute to syllable weight: Statistical evidence from stress and meter. <i>Language</i> 90: 309-341.

8	Feb 24, 26	Right-edge consonants	Kaye, J. (1990) Coda licensing. <i>Phonology</i> 7: 301-330. Piggott, G.L. (1999) At the right edge of words. <i>The Linguistic Review</i> 16: 143-185. Dell, F. (1995) Consonant clusters and phonological syllables in French. <i>Lingua</i> 95: 5-26.
	Mar 3, 5	READING WEEK	
9	Mar 10, 12	Unusual syllabic consonants	Dell, F. & M. Elmedlaoui (1985) Syllabic consonants and syllabification in Imdlawn Tashlhiyt Berber. <i>Journal of African Languages and Linguistics</i> 7: 105-130. Ridouane, R. (2008) Syllables without vowels: Phonetic and phonological evidence from Tashlhiyt Berber. <i>Phonology</i> 25: 321-359. Goad, H. & A. Shimada (2014) /s/ can be a vocoid. <i>NELS</i> 44: 135-148.
10	Mar 17, 19	Nonexhaustive syllabification	Bagemihl, B. (1991) Syllable structure in Bella Coola. <i>Linguistic Inquiry</i> 22: 589-646. Cook, E.D. (1994) Against moraic licensing in Bella Coola. <i>Linguistic Inquiry</i> 25: 309-326.
11	Mar 24, 26	Vowel-zero alternations	Bafile, L. (2019) Vowel-zero alternations in Government Phonology and Strict CV Theory. <i>Studi e Saggi linguistici</i> 57(2) 88-113. Davidson, L. (2006) Schwa elision in fast speech: Segmental deletion or gestural overlap? <i>Phonetica</i> 63 (2-3): 79-112.
12	Mar 31, Apr 2	Strict CV	Lowenstamm, J. (1996) CV as the only syllable type. In J. Durand & B. Laks (eds) <i>Current trends in phonology: Models and methods</i> . European Studies Research Institute, University of Salford, pp. 419-443. Scheer, T. (2004) <i>A lateral theory of phonology</i> . Mouton de Gruyter [excerpts].
13	Apr 7, 9	Special status of /s/	Goad, H. (2012) sC clusters are (almost always) coda-initial. <i>The Linguistic Review</i> 29: 335-373. Polgárdi, K. (2022) The representation of sC-clusters: A Strict CV analysis. <i>Glossa</i> 7(1). pp. 1-29.

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.