

Linguistics 515
Phonological Phonetics
Spring 2007

Professor: Natasha Warner

Class meets:

3:00-5:30 PM, Monday
Social Sciences 224 (ICL)

Office hours: M 1:00-3:00, Douglass 320

Phone: 626-5591

Email: nwarner@u.arizona.edu (best way to reach me outside office hours)

Course website: <http://d2l.arizona.edu>

Books/materials:

Ladefoged, Peter. 2001. *A Course in Phonetics*. 5th ed. Heinle & Heinle. (No need to buy it if you have an earlier edition.)

Johnson, Keith. 2003. *Acoustic and Auditory Phonetics*. 2nd ed. Blackwell.

Ladefoged, Peter. 2003. *Phonetic Data Analysis: An Introduction to Fieldwork and Instrumental Techniques*. Blackwell.

Various articles to be chosen (see below).

General organization of the course:

The course topics cover three areas: articulatory phonetics, acoustic phonetics, and speech perception. There will be one homework assignment for each of the first two of these. One of the homework assignments will require lab work in the lab, the other will require some empirical work outside the lab. We will spend approximately the first one-third to half of the course on basic material using lectures, class discussion, hands-on activities, the textbooks, and lab work. Then we will spend the remaining part of the semester reading current phonetics research literature and discussing it (although we might decide to try some things out in the lab then, too). I think we will do the articles as general group discussion rather than having one person responsible for each article.

We will choose the articles to read as a class. You may be assigned to go out and find one article you want the class to read from an appropriate journal. We may decide to just take a recent issue of a relevant journal and read everything in it. We will decide this a few weeks into the semester.

Good journals to use to start looking for term paper topics, interesting articles, etc. include but are not limited to *Journal of Phonetics*, *Phonetica*, *Journal of the Acoustical Society of America* (the speech sections), and *Journal of the International Phonetic Association*.

Readings: All students should read the assigned material from the textbooks. If you've read *Course in Phonetics* before for some other course, just skim through chapters. All students will be expected to read all the articles, in order to be able to contribute to the discussion. For each article we read, there will be a worksheet to fill out about how the article is written and structured, and everyone will also be required to bring a question for the class to discuss. (This is not necessarily a question you want the answer to, it's a question you want the class to discuss. It should be a question intended to lead to deep discussion, not a brief informational question.) Furthermore, for half the articles, you will be required to bring knowledge of an additional source on the topic of the article. For the additional source, you should write down the citation of the source and write a brief paragraph about what you learned from the source about this topic. This can be a reference cited by the article, a later article that cites the article, or some other source. At the end of the semester, you will turn in a dossier containing all of your required discussion questions and your additional source information (citation and paragraph). We will also apply this method to some of the textbook readings.

Term papers: Each student will do some project involving collection of phonetic data, and will write a term paper on this project and give a presentation on it in class. Term papers can be completely original research, or can be a replication of a study in the literature, but they must involve collection of at least some new phonetic data. In order to make sure there's enough time to accomplish this, a topic proposal and a partial annotated bibliography and methodology proposal on the paper will also be required. Also, several times during the semester, we will take advantage of the small class size to simply go around the room and discuss everyone's paper topic and progress on it, increasing the number of methodologies you get to think about and the amount of feedback you get.

Requirements/grading:

Homework assignments: 26% (13% each)

Required discussion questions, additional sources, and overall dossier: 15%

Paper topic proposal 4%

Bibliography/methods 5%

Term paper presentation: 10%

Term paper: 30%

Participation: 10%

Note that participation counts for a lot (10%)! This is because I want you all to discuss the articles, instead of having one person present each article for a grade. Work turned in late will lose 10% of the possible grade per day late.

Useful free software:

- IPA fonts are available for download from the Summer Institute of Linguistics (SIL) at <http://www.sil.org/computing/fonts/encore-ipa.html>. I recommend DoulosIPA (unicode-compliant), SILDoulos IPA, or the IPA93 version of same. Both Mac and Windows versions are available.
- Praat ("speech" in Dutch) is a very good speech analysis program which runs on both Mac and Windows, and is, amazingly enough, free. You can download it from <http://www.praat.org/>.

Tentative schedule (subject to change):

Dates	Topic	Requirements
1/22	Intro., Place and manner of articulation	Ladefoged <i>Course</i> Ch. 1, 2, 4
1/29	Nasalization, Non-pulmonic airstream mechanisms	Ladefoged <i>Course</i> Ch. 3, 6, 7
2/5	Basic acoustic phonetics, Vowel formants	Johnson Ch. 1, 5
2/12	Deriving vowels, acoustic phonetics of consonants	Johnson Ch. 6, 7, HW 1 due 2/12
2/19	Voicing and VOT, intonation, wrap-up	Johnson Ch. 8, Ladefoged <i>Course</i> Ch. 8-9, paper topic proposal due 2/19
2/26	Discussion of Ladefoged <i>Phon. Data</i> book, lab work, wrap-up basics	<i>Phon. Data</i> Ch. 1, 4, (also skim 2, 3 a little)
3/5	Discussion of Ladefoged <i>Phon.</i>	Ladefoged <i>Phon. Data</i> Ch. 5, 6, 8 (skim 7), paper

	Data book, choose articles	bibliography and methods statement due 3/5
3/19	Discussion of articles, check-in on term paper projects, lab work	HW2 due 3/19
3/26	Continued	<i>Phon. Data</i> Ch. 1, 8; read articles, discussion questions and additional sources due weekly, also complete worksheets about each article
4/2	Continued	
4/9	Continued	
4/16	Continued	
4/23	Continued	
4/30	Wrap-up, Student presentations of term paper research	Presentations, dossiers due
Finals week		Paper due 5/3 by 4 PM

Various statements:

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic misconduct:

The university's policies about plagiarism, academic honesty, and academic conduct are at <http://dos.web.arizona.edu/uapolicies/>. The library's website also provides extensive help with learning what constitutes plagiarism and how to avoid it. It is particularly important when describing the additional sources for articles to avoid using the exact words of the source.

Potentially offensive/objectionable content:

The material in this course is primarily not political, but there may be some discussion of endangered languages, intellectual property rights, use of human subjects in research, dialects associated with various social groups, attitudes toward dialects, etc.

Conduct in class:

Please turn off cell phones and pagers when in class. Students are required to treat others in class with respect. Disruptive behavior is prohibited.