Linguistics 515  
Phonological Phonetics  
Fall 2011

**Professor:** Natasha Warner

**Class meets:**  
3:00-5:30 PM, Wednesday  
Social Sciences 224 (ICL)

**Office hours:** W 9:00-11:00, 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, and Johnson, Keith. 2011. A Course in Phonetics. 6th ed. Wadsworth. (It has changed somewhat substantially since earlier editions.)  
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, often requiring lab work. We will spend approximately the first 1/2 to 2/3 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. I think we will do the articles as general group discussion rather than having one person responsible for each article. We'll try to have a lab activity every class to make the long classes fun!

We will choose the articles to read as a class. You will most likely be assigned to go out and find one article you would like the class to read from an appropriate journal. We could, alternatively, decide to just take a recent issue of a relevant journal and read everything in it. We will decide this several 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 should 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. You can bring those as extra questions, of course.)

**Term papers:**  
Each student will do some project involving collection of original 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, a partial annotated bibliography and methodology proposal, and a progress report on the paper will also be required. Also, several times during the semester, we will 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. Also keep in mind that term papers make great pilot studies for future prelims or publications! In writing term papers, please use well-written papers in the phonetics literature, published in major journals, as models for how to present and explain your work.

**Requirements/grading:**

- Homework assignments: 30% (15% each)
- Required discussion questions, article worksheets: 10%
- Paper topic proposal: 5%
- Bibliography/methods: 5%
- Progress report: 3%
- Term paper presentation: 7%
- 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, except in drastic cases involving doctors or police or such. Work turned in in bits and pieces (e.g. "I'll give you what I've got now, and give you the rest on Friday") will be counted as turned in on the day the last part of it is received.

Students enrolled in Ling. 515 will have additional problems on homework assignments and additional questions on the article worksheet, relative to the Ling. 415 versions.

**Prerequisites:**

For Ling. 415, the prerequisite is Ling. 315 (or 314 would be fine too). For Ling. 515, the prerequisite is graduate standing in Linguistics or a related field (Linguistic Anthropology, Speech and Hearing Science, etc.). This is basically a graduate course, with a co-convened section for advanced undergraduates who plan to continue in linguistics or a related field. The work is largely graduate level.

**Distractions and policies:**

Please don't use Facebook during class, and please use email only if you need to email yourself or a classmate a file related to an in-class lab activity. You're welcome to use the lab's computer facilities or your own computer for class-related purposes (looking up things on the web relevant to what we're discussing, bringing articles to class in electronic form, etc.), but please do not make use of them to distract from class. Also please either turn phones off or turn them to vibrate, put them away, and ignore them for the duration of class. Exceptions (phone still silent) are OK if you're waiting for an emergency phone call or have to be reachable as someone's caregiver.

**How to turn things in:**

Homework is due at the beginning of class, in hard copy, to be turned in during class. Handwriting is OK for parts where it makes more sense (e.g. IPA, hand-drawn figures), but please make sure both handwritten and typed parts are neat and easy to find all the parts of. The term papers will be turned in electronically, as pdf, and you should double check that your IPA symbols come through correctly.

**Group work:**

Group study is fine, and often helpful, including discussing what members of your group think about various homework topics. However, do not decide on exact answers together as a group, and **do not write up answers together as a group**. Each person should learn from whatever group session they might attend, then go home and write up homework individually. If you work with others on an assignment,
include a note on the assignment saying who you worked with. On lab homework activities, if you work with a group, each member of the group must do the recordings and lab activities, even if you are all present while you're doing them.

Useful free software:

- IPA fonts are available for download from the Summer Institute of Linguistics (SIL) at http://www.sil.org/computing/catalog/show_software.asp?id=91. I recommend DoulosIPA because it's unicode-compliant. 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/. The course d2l site includes a Praat cheat-sheet to get you started using it, but exact menu options change very frequently.

Tentative schedule (subject to change):

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>1 8/24</td>
<td>Intro., Place and manner of articulation</td>
<td>Ladefoged and Johnson <em>Course</em> Ch. 1, 3</td>
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<tr>
<td>2 8/31</td>
<td>Nasalization, more consonants, vowels, variability in transcription</td>
<td>Ladefoged and Johnson <em>Course</em> Ch. 2, 4, 7</td>
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<tr>
<td>3 9/7</td>
<td>Non-pulmonic airstream mechanisms, trying out transcribing an unfamiliar language</td>
<td>Ladefoged and Johnson <em>Course</em> Ch. 6, Johnson Ch. 1</td>
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<td>4 9/14</td>
<td>Basic acoustic phonetics, Vowel formants</td>
<td>Johnson Ch. 2, 6 (ed. 2: 5, 6), Ladefoged and Johnson <em>Course</em> Ch. 8, HW 1 due 9/14</td>
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<tr>
<td>5 9/21</td>
<td>Deriving vowels, acoustic phonetics of consonants</td>
<td>Johnson Ch. 7, 8, Ladefoged and Johnson <em>Course</em> Ch. 9</td>
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<tr>
<td>6 9/28</td>
<td>Voicing and VOT, intonation, wrap-up</td>
<td>Johnson Ch. 9, Catch-up on textbook readings, paper topic proposal due 9/28</td>
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<td>7 10/5</td>
<td>Discussion of Ladefoged <em>Phon. Data</em> book, lab work, wrap-up basics</td>
<td>Ladefoged <em>Phon. Data</em> Ch. 1, 4, (also skim 2, 3 a little)</td>
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<td>8 10/12</td>
<td>Discussion of Ladefoged <em>Phon. Data</em> book, choose articles</td>
<td>Ladefoged <em>Phon. Data</em> Ch. 5, 6, 8 (skim 7), HW2 due 10/12</td>
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<td>9 10/19</td>
<td>Discussion of articles, check-in on term paper projects, lab work</td>
<td>read articles, discussion questions due weekly, also complete worksheets about each article, ), paper bibliography and methods statement due 10/19</td>
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<td>10 10/26</td>
<td>Continued</td>
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<td>11 11/2</td>
<td>Continued; Natasha in Washington DC, Online class</td>
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<td>12 11/9</td>
<td>Continued</td>
<td>Paper progress report due 11/9</td>
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<td>13 11/16</td>
<td>Continued</td>
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<td>14 11/23</td>
<td>Wrap-up, Student presentations of term paper research [Day before Thanksgiving—reschedule?]</td>
<td>Presentations due</td>
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<td>15</td>
<td>Student presentations continued, possible additional article or requested topics; 12/7: No class</td>
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<td>11/30, 12/7</td>
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<td><strong>Presentations due</strong></td>
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<td><strong>Finals week</strong></td>
<td><strong>Paper due Tuesday, 12/13, by noon, as pdf to the dropbox on the d2l site</strong></td>
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**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.

**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. If you are worried about any of this content, please let me know.

**Conduct in class:**
Students are required to treat others in class with respect. Disruptive behavior is prohibited.