SYLLABUS

Time: Wednesdays 12:00-2:20
Place: GFS 204
Class number: 48063D

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Office hours: Wed. 2:30-4:00 (right after class)

Description
This is the first course in a two-part graduate survey series in phonology (the second course is 531B, offered in spring). The focus of 531A is segmental and featural phonology; the focus of 531B is syllabic, metrical, and prosodic phonology.

Goals
The 531AB course sequence is intended to provide you with the background necessary for (I) reading and understanding current and past published work, and (ii) beginning to carry out your own research.

For those who already possess that background, this course sequence is an opportunity to solidify your understanding, explore your own interests, and gain exposure to the views and work of USC faculty and students.

The skills to be developed in this course sequence include the ability to…

- read phonological literature (rule-based and OT)
- understand phonological argumentation
- evaluate phonological proposals
- work collaboratively with peers
- discuss phonological ideas
- collect and analyze phonological data
- formulate and argue for a phonological proposal
- write up a clear presentation of an analysis
- write an abstract (for a paper that’s not done and for a paper that is done)
- give a talk with handout
- write a short paper

Note that many of these skills are highly transferable to other fields!
Requirements

- Homework assignments       50%
  around ten—mostly classical phonology problems
- Project                  30%
  select topic and meet with me by Oct 25
  abstract due Nov 22
  class presentation w/ handout Dec 6
  paper due Dec 18
- Class participation        20%
  understanding of readings, quality of contributions to discussion

Homework policy:
You are encouraged to work together. Solutions must be written up individually, though.

Readings

Required textbooks

Additional required readings
...will be assigned weekly from books, articles, and manuscripts. Readings will be available for copying in the reading room.

Recommended supplemental texts
  (articulatory phonetics)
  (acoustic phonetics)
  (SPE phonology)
  (excellent intro to phonology for undergraduates)

Software

From time to time, we will make use of phonological software. All software is free and will be installed on computers accessible to you. If you have the necessary hardware, you will be able to get the software from me or the web.

Three of the programs we will be using (FeaturePad, PhonologyPad, and OTSoft) are available for download from
http://www.linguistics.ucla.edu/people/hayes/index.htm - Software
(Windows only)
Approximate course outline (subject to change!)

<table>
<thead>
<tr>
<th>Week</th>
<th>topics</th>
<th>project</th>
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<tbody>
<tr>
<td>1 (Aug 30)</td>
<td>phonemes; contrast; distribution; allophonic variation</td>
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<tr>
<td>2 (Sept 6)</td>
<td>articulatory phonetics; features and natural classes; rules</td>
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<tr>
<td>3 (Sept 13)</td>
<td>more rule formalisms; rule ordering and opacity</td>
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<td>4 (Sept 20)</td>
<td>syllables and the CV skeleton</td>
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<td>5 (Sept 27)</td>
<td>autosegmental phonology</td>
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<td>6 (Oct 4)</td>
<td>feature geometry</td>
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<td>7 (Oct 11)</td>
<td>underspecification and markedness</td>
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<td>8 (Oct 18)</td>
<td>lexical phonology</td>
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<tr>
<td>9 (Oct 25)</td>
<td>conspiracies and constraints; intro to OT</td>
<td>topic due</td>
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<td>10 (Nov 1)</td>
<td>faithfulness vs. markedness; factorial typologies</td>
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<td>11 (Nov 8)</td>
<td>feature theory in OT</td>
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<td>12 (Nov 15)</td>
<td>Correspondence</td>
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<td>13 (Nov 22)</td>
<td>emergence of the unmarked</td>
<td>abstract due</td>
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<td>14 (Nov 29)</td>
<td>output-to-output correspondence</td>
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<td>15 (Dec 6)</td>
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<td>in-class talks</td>
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<tr>
<td>ex. (Dec 11-18)</td>
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<td>paper due</td>
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Secrets of success

- **Come to class**
  
  There’s nothing like missing a class to make you feel lost, confused, and out of it.

- **Talk to me**
  
  …if you don’t understand something, you have a good idea, you disagree with something you’ve read, you’re intrigued by something you’ve read, etc. (it’s also a good way to develop another transferable skill: talking to your advisers)

- **Talk to your classmates**
  
  discuss your readings, assignments, projects, ideas. FREQUENTLY. Visit each other at home. Hang out together on campus. You’re all in this together.

- **Don’t fall behind**
  
  I know time is tight for you, so I’ll try to let you know which readings are essential for the next class and which are things you’ll want to read at some point but that aren’t essential for that week.