

SYLLABUS

Time + place	T 2:30-4:20, Bunche 3117 <i>and</i> R 2:00-3:50, Campbell 2122	Professor	Kie Zuraw ['kʰaj 'zɪ,ɔ]
		Office	Campbell 3122A
		Mailbox	In Campbell 3125
		Phone	310-825-0634
		Office hours	T 4:30-6:30
		E-mail	kie@ucla.edu
Web page	www.linguistics.ucla.edu/people/zuraw , under 'Teaching'		

Description

This is course will be somewhere in between a first-year survey course and a proseminar:

- some lecture/discussion/problem-solving, but also some student presenting of papers
- multiple topics, but more time on each one than in survey courses
- some classic/foundational/survey readings, but also ones that are interesting applications of a theory, etc.

The goal is to explore some important, advanced topics that we didn't get a chance to cover in 200A+201A.

Requirements**% of grade**

- | | |
|--------------------------------------|-----|
| • Readings and reading presentations | 30% |
| • 3 or 4 homework assignments | 30% |
| • Individual project | 40% |

Readings

- Articles will be posted on CCLE page—log in to <http://ccle.ucla.edu/>. All other materials (assignments, handouts) will be on my own web page, under 'Teaching'.

We'll spend an hour, once or twice a week, on a reading. One student will be responsible for presenting the proposal, and another for presenting an alternative, and we'll discuss. I'll give guidance in each case on what kind of alternative to prepare—usually it'll be an analysis using whatever theory we've just seen in class.

Homework assignments

If the class is smaller, then presenting the readings is more work for each student, and so the homeworks will be lighter, such as computing exercises. If the class is bigger, then the homeworks will be more substantial and problem-set-like, though more open-ended than in previous courses.

Individual project

This can be whatever you want! A theoretical paper, trying out an experimental tool, analyzing some corpus data... Ideally it will relate to one of our four topics. Talk to me early in the quarter about what you have in mind.

Course outline (subject to adjustment)

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>TENTATIVE readings</i>
0	Sep 24	“Upwards” interfaces • Edge-driven domains	<i>none</i>
1	Sep 29, Oct 1	• Alternatives to the edge model	• <u>Tues</u> : Kaisse 1985, ch. 7 • <u>Thurs</u> : Pak & Friesner 2006
2	Oct 6,8	• Paradigms beyond cyclicity	• TBA
3	Oct 13,15	“Sideways” interfaces • Phonology vs. the lexicon • Phonology vs. processing	• Pierrehumbert 2002 • Wagner 2012
4	Oct 20,22	• Getting phonological evidence	• Moreton & Pater 2012 • Politzer-Ahles & Zhang 2014
5	Oct 27,29	Inner workings of the grammar • Weighting and cumulativity • More on Harmonic Serialism	• Pater 2016 • Tessier & Jesney 2014
6	Nov 3,5	• Models of variation • Computing practice	• TBA • Martin 2011
7	Nov 10,12	Learning models • General learning algorithms • Learning hidden structure	• Jarosz 2006 excerpt
8	Nov 17,19	• Biases in learning • Phonologization	• Wilson 2006 • Something from Yu 2013
9	Nov 24 only	Induction • Inducing constraints	• Hayes & Wilson 2006 • Alderete, Tupper & Frisch 2013
10	Dec 1,3	• Inducing features, natural classes	• Mielke 2008 excerpt
Project due Friday, Dec. 11			

References

- Alderete, John, Paul Tupper & Stefan A. Frisch. 2013. Phonological constraint induction in a connectionist network: learning OCP-Place constraints from data. *Language Sciences* 37. 52–69.
- Elfner, Emily. 2015. Recursion in prosodic phrasing: evidence from Connemara Irish. *Natural Language & Linguistic Theory*. 1–40.
- Hayes, Bruce & Colin Wilson. 2006. A Maximum Entropy Model of Phonotactics and Phonotactic Learning.
- Jarosz, Gaja. 2006. Rich Lexicons and Restrictive Grammars - Maximum Likelihood Learning in Optimality Theory. JHU Ph.D. dissertation.
- Kaisse, Ellen M. 1985. *Connected Speech: The Interaction of Syntax and Phonology*. San Diego: Academic Press.
- Martin, Andrew. 2011. Grammars leak: modeling how phonotactic generalizations interact within the grammar. *Language* 87(4). 751–770.
- Mielke, Jeff. 2008. *The Emergence of Distinctive Features*. OUP Oxford.
- Moreton, Elliott & Joe Pater. 2012. Structure and substance in artificial-phonology learning. *Language and Linguistics Compass* 6: 686–718.
- Pak, Marjorie & Michael Friesner. 2006. French Phrasal Phonology in a Derivational Model of PF. *Proceedings of NELS* 36, vol. 2.
- Pater, Joe. 2016. Universal grammar with weighted constraints. In John J McCarthy & Joe Pater (eds.), *Harmonic Grammar and Harmonic Serialism*. London: Equinox Press.
- Pierrehumbert, Janet. 2002. Word-specific phonetics. *Laboratory Phonology VII*. Berlin: Mouton de Gruyter.
- Politzer-Ahles, Stephen & Jie Zhang. 2014. The role of phonological alternation in speech production: evidence from Mandarin tone sandhi. *Proceedings of Meetings on Acoustics* 18(1). 060001.
- Tessier, Anne-Michelle & Karen Jesney. 2014. Learning in Harmonic Serialism and the necessity of a richer base. *Phonology* 31(01). 155–178.
- Wagner, Michael. 2012. Locality in phonology and production planning. In A McKillen & J Loughran (eds.), *McGill Working Papers in Linguistics* 22(1).
- Wilson, Colin. 2006. Learning Phonology with Substantive Bias: An Experimental and Computational Study of Velar Palatalization. *Cognitive Science* 30(5). 945–982.
- Yu, Alan C. L. (ed.). 2013. *Origins of Sound Change: Approaches to Phonologization*. 1 edition. Oxford: Oxford University Press.