

Syllabus for AL 5304: Applied Phonology

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AL5304: Applied Phonology

3 semester hours credit. (Fall 2006)

Course Description

Upon completion of this course, students will be able to analyze and describe the phonology of a language within various theoretical frameworks. They will have developed an understanding of various factors influencing innovative and/or systematic sound change in a language. The students' analytical and descriptive skills will be developed through the study of phonological data from a variety of languages, with special attention to stress and tone.

Prerequisite: AL 4303 Principles of Phonological Analysis

Course Assumptions

This course assumes that the student has taken an introductory course on phonological analysis, and understands the basic concepts of analysis (including charting techniques, interpretation of segments and sequences, phonetically similar segments, contrast, complementary distribution, free variation, morphophonemics, naturalness and phonetic plausibility). It also assumes a basic knowledge of acoustic and articulatory phonetics. This information is covered in such books as the following:

Burquest, Donald A. 1998. *Phonological analysis: a functional approach*. 2nd ed.
Dallas: Summer Institute of Linguistics.

Marlett, Stephen. 1992. *An Introduction to Phonological Analysis*. SIL and the
University of North Dakota.

This course fits into the mission of the Graduate Institute of Applied Linguistics by providing training in the linguistic analysis of phonology, and helping students develop research skills and opportunities in the field, in order to serve others.

Course Competencies

Graduate level study demands exposure to theoretical constructs, models, research and generalizations in the discipline. In the process, this course should help you gain an understanding of phonological phenomena with widely differing characteristics to broaden your range of expectations and assumptions about the sound systems of languages, extend your understanding of phonological theory, and provide further guided experience in phonological analysis. Upon completion of this course, students will be able to

- describe universal grammar and its role in understanding language rules, language change, and in general why languages work the way they do

- describe how theories help us understand, explain, and predict linguistic inventories, processes, and systems
- describe the strengths and weaknesses of a variety of phonological theories within the generative framework and identify controversial areas of phonology
- demonstrate skills in phonological analytical technique and procedure
- assess the nature of phonological evidence and demonstrate phonological argumentation
- analyze problems in phonological analysis using a variety of theoretical models, and recommend the best model for a specific problem from key areas of phonological research: speech sounds and alternative representations; phonological rules, alternations, and derivations; syllables; autosegmental phonology and its applications; tone; stress; prosodic phonology and templates; and constraint-based models
- describe the phonological basis of language change and its relevance to language classification
- read from the linguistic literature in phonology and summarize linguistic argumentation
- read a phonological description of a language and integrate language specific information with linguistic universals
- describe phonological factors involved in orthography development

Required Text

Kenstowicz, Michael. 1994. *Phonology in generative grammar*. New York: Blackwell.

ISBN: 1-55786-426-8. This book provides a discussion of current phonological theory.

Supplementary materials:

Greenberg. "Synchronic and diachronic universals."

Reed, "Overview of Language Change."

Roca, I. M., & Johnson, W. 1999. *A course in phonology*. New York: Blackwell.

ISBN: 0631213465.

Sapir, Edward. 1933. "The psychological reality of phonemes."

Web Links

- Krisztina Polgardi. 1999. [Universals and variation: Government Phonology and Optimality Theory](#).

Bibliography

Additional resources are available online, through the GIAL library and through interlibrary loan.

Course Outline

The course covers topics in the textbook and in supplementary materials. A more complete outline is given in the Tentative Schedule of Assignments.

The topics in the textbook will be selected from the following:

Chapter 1. The Sounds of Speech

Chapter 2. Phonological Rules and Representations

Chapter 3. Phonological Alternations and Derivations
 Chapter 4. The Phonetic Foundations of Phonology
 Chapter 5. Lexical Phonology
 Chapter 6. The Syllable and Syllabification
 Chapter 7. Autosegmental Phonology
 Chapter 8. The Phonological Skeleton
 Chapter 9. Feature Geometry, Underspecification, and Constraints
 Chapter 10. Stress
 Chapter 11. Prosodic Morphology
 Optimality Theory

Methods for Assessing Outcomes

Each student will demonstrate an understanding of course content by participating in unit discussions relating to the readings and related problem-solving and analysis exercises. As graduate students, demonstration of writing skills and linguistic presentation and argumentation are important to your professional development. These skills will be demonstrated through a major research paper and presentation of the paper to colleagues.

Grading Percentage

ASSIGNMENT	POSSIBLE POINTS	YOUR POINTS
Weekly Discussion (25 points per week x 15 weeks)	375	
Written data analysis exercises	250	
Major Research Paper	300	
Research Paper summary and presentation	75	
	1000	

There are no in-class examinations in this course. The course grade will be determined as follows:

- 37.5% participation in the class discussion of readings. Discussion involves answering posted questions on the readings, responding to at least two other posts per unit, and responding to posts interacting with your initial post on readings. Participation in discussion groups fulfills the attendance requirement for this course.
- 25% written solutions to phonological problems assigned. Written assignments to be graded will be clearly identified on the assignment sheets. An evaluation rubric will be provided.
- 30% term paper on a course topic, or application of a theory to a data analysis problem. Paper will be double-spaced, word processed with 12 pt maximum text font size, and follow a major style sheet (MLA, APA, or Chicago), for format and citations (evaluation rubric will be provided).
- 7.5% presentation of research project to the class, with appropriate handouts. Graduate students should expect to present their research papers to a live audience. While that is not possible online, developing a presentation, such as a PowerPoint that summarizes research findings, and sharing it with class participants meets this requirement (evaluation rubric will be provided).

Late papers: late papers will not be accepted after the final due date. Exceptions will only be made in cases of emergency, at the instructor's sole discretion.

Grading Scale

POINT RANGE	GRADE	PERCENTAGE
980-1000	A+	98-100%
930-979	A	93-97.9%
900-929	A-	90-92.9%
880-899	B+	88-89.9%
830-879	B	83-87.9%
800-829	B-	80-82.9%
780-79.9	C+	78-79.9%
730-779	C	73-77.9%
700-729	C-	70-72.9%
< 700	F	< 70%

Method of Instruction

All classes will be taught through online units of content available from the course web site. Materials available for download will include the main course outline, course readings and “lectures” from web pages, web links, and downloadable PowerPoint presentations. Discussion of readings and class materials will take place in the threaded discussion board (called a *forum* in the Moodle Learning Management System). Problem-solving assignments may be written up in a Word file or a scanned paper document, and submitted to the professor online or by e-mail.

Administrative Information**Financial Aid**

Students receiving financial aid who withdraw or add hours during the bimester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid they are receiving during the current bimester, and might affect their eligibility for aid in the future.

Disabilities

Once admitted to this course, a student who has provided documentation of disability to the Dean of Students has the responsibility of informing the course instructor in writing during the first week of class of any disabling condition that will require modifications to avoid discrimination.

Grievance and Discipline and Appeals Procedures

Faculty members commit themselves to abide by GIAL’s Grievance and Discipline and Appeals Procedures as stated in the *Student Handbook* and the *Catalog*.

Posting of Final Grades

Each faculty member may, at his or her discretion, post or otherwise distribute to the students course grades for each class in a manner that protects the privacy of each student’s grade. Final course grades provided to a student by a faculty member are not official. Official grade reports are available only through the Registrar’s Office.