



LING390

Current Issues in Phonology

S2 Day 2015

Dept of Linguistics

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General Information

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Credit points

3

Prerequisites

(39cp including LING217) or admission to GDipSphComm

Corequisites

Co-badged status

Unit description

Phonology is the study of sound patterns in language – which sounds are used by different languages, how they are organized, and how sounds are represented in the mind. In this unit we will examine phonological theory, phonological organisation of speech, acquisition of phonology and issues relevant to phonological disorders. Topics to be addressed include: variation in sound structure between languages (e.g., English and Indigenous Australian languages), the phonology of tone languages (such as Chinese), sound change, and prosody (stress and rhythm in language).

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment Tasks

Name	Weighting	Due
Problem Set One	20%	Week 4
Problem Set Two	20%	Week 8
Problem Set Three	20%	Week 12
Final Exam	25%	To be scheduled
Literature Summaries	14%	Week 13
Academic Integrity	1%	Week 3

Problem Set One

Due: **Week 4**

Weighting: **20%**

In a series of short answer responses, students will account for phonological phenomena in the datasets provided.

On successful completion you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Problem Set Two

Due: **Week 8**

Weighting: **20%**

In a series of short answer responses, students will account for phonological phenomena in the datasets provided.

On successful completion you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Problem Set Three

Due: **Week 12**

Weighting: **20%**

In a series of short answer responses, students will account for phonological phenomena in the datasets provided.

On successful completion you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form

- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Final Exam

Due: **To be scheduled**

Weighting: **25%**

In a series of short answers and extended responses, students will demonstrate their understanding of phonological theory and their ability to analyze language data in a variety of phonological frameworks.

On successful completion you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Literature Summaries

Due: **Week 13**

Weighting: **14%**

Each week, students will submit a 300 word response to a question that will summarize some of the main concepts covered in the set readings for that week. The final grade awarded for this assessment component will reflect the understanding of key phonological concepts in the summary portfolio, and students' ability to express these ideas clearly and succinctly.

On successful completion you will be able to:

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory

Academic Integrity

Due: **Week 3**

Weighting: **1%**

All students are required to complete the online Academic Integrity Module available at:

http://www.students.mq.edu.au/support/learning_skills/academic_integrity_module_for_students

All tasks required for this module should be completed before the end of Week 3.

Upon successful completion of this unit, students will receive 1% credit towards the total grade for this unit.

On successful completion you will be able to:

- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory

Delivery and Resources

Unit delivery

The unit is taught over 13 weeks. Each week, students will attend a 2 hour lecture and a 1.5 hour tutorial/workshop session. Attendance at tutorial/workshops is compulsory. In preparation for each class, students will read and summarize the set readings, make notes about issues they wish to discuss, and prepare solutions to any specified activities. Participation in tutorial/workshops is expected from all students.

Compulsory Text

Hayes, Bruce (2011). Introductory Phonology. Oxford: Wiley-Blackwell.

Recommended Texts

Gussenhoven, C. & H. Jacobs (2011). Understanding Phonology (3rd Edn). London: Hodder.

Kenstowicz, M. J. (1994). Phonology in generative grammar. Oxford: Wiley-Blackwell.

Odden, D. A. (2005). Introducing phonology. Cambridge: Cambridge Univ. Press.

Additional Resources

Anderson, S. R. (1974). The Organization of Phonology. New York: Acad. Press.

Anderson, S. R. (1985). Phonology in the Twentieth Century. Theories of Rules and Theories of Representations. Chicago: Univ. Chicago Press.

Beckman, M. & J. Kingston (1990). *Introduction*. In J. Kingston & M. Beckman (eds.), Papers in Laboratory Phonology I: Between the Grammar and the Physics of Speech. Cambridge: Cambridge Univ. Press, 1–16.

Blevins, J. (2004). Evolutionary Phonology: The Emergence of Sound Patterns. Cambridge: Cambridge Univ. Press.

- Blevins, J. (2013). *Evolutionary Phonology: A holistic approach to sound change typology*. In P. Honeybone & J. Salmons (eds.), Handbook of Historical Phonology. Oxford: OUP.
- Browman, C. P. & L. Goldstein (1992). *Articulatory Phonology: An Overview*. Phonetica, 49: 155-180.
- Bybee, J. (2012). *Patterns of lexical diffusion and articulatory motivation for sound change*. In M. J. Solé & D. Recasens (eds.), The Initiation of Sound Change. Amsterdam: John Benjamins, 211-234.
- Chomsky, N. & M. Halle (1968). The Sound Pattern of English. New York: [Harper & Row](#).
- Clements, G. N. & E. Hume (1995). *The Internal Organization of Speech Sounds*. In J. Goldsmith (ed.), Handbook of Phonological Theory. Oxford: Blackwell: 245-306.
- Coleman, J. (2002). *Phonetic representations in the mental lexicon*. In J. Durand, & B. Laks (Eds.), Phonetics, phonology and cognition. Oxford: Oxford University Press, 96–130
- Cox, F. (2011). Australian English Pronunciation and Transcription. Cambridge: Cambridge Univ. Press.
- Cox, F. & S. Palethorpe (2014). *Probabilistic Enhancement and Australian English /æ/*. Proc. 3rd Biennial Workshop on Sound Change. Univ. California, Berkeley, May 28-31
- de Lacy, P. (2012). *The interaction of tone, sonority, and prosodic structure*. In P. de Lacy (ed.) The Cambridge Handbook of Phonology. Cambridge: Cambridge Univ. Press, 281-308.
- Dixon, R. M. W. (1980). The Languages of Australia. Cambridge: Cambridge Univ. Press.
- Garrett, A. & K. Johnson (2013). *Phonetic bias in sound change*. In A. Yu (ed.), Origins of sound change: Approaches to phonologization. Oxford: OUP, 51–97.
- Goldsmith, J. (2011). *The syllable*. In J. Goldsmith, J. Riggle & A. Yu (eds.) The Handbook of Phonological Theory. 2nd Ed. Oxford: Blackwell, 164-196
- Goldstein, L. & C. A. Fowler (2003). *Articulatory phonology: A phonology for public language use*. In A. S. Meyer & N. O. Schiller (eds.) Phonetics and Phonology in Language Comprehension and Production. Berlin: Mouton, 59-207
- Gordon, M. (2011). *Stress Systems*. In J. Goldsmith, J. Riggle & A. Yu (eds.) The Handbook of Phonological Theory. 2nd Ed. Oxford: Blackwell, 141-163
- Gussenhoven, C. (2004). The Phonology of Tone and Intonation. Cambridge: Cambridge Univ. Press.
- Johnson, K. (2005). *Decisions and Mechanisms in Exemplar-based Phonology*. UC Berkeley Phonology Lab Annual Report, 289-311.
- Kager, R. (1999). Optimality theory. Cambridge: Cambridge Univ. Press.
- Kager, R. (2012). *Feet and metrical stress*. In P. de Lacy (ed.) The Cambridge Handbook of Phonology. Cambridge: Cambridge Univ. Press, 195-228
- Kingston, J. (2012). *The phonetics–phonology interface*. In P. de Lacy (ed.) The Cambridge

Handbook of Phonology. Cambridge: Cambridge Univ. Press, 401-435.

Labov, W. (1994). Principles of Linguistic Change, v.1: Internal Factors. Oxford: Blackwell.

Ladefoged, P. & Maddieson, I. (1996). The Sounds of the World's Languages. Oxford: Wiley-Blackwell.

Liberman, A. M. & I. G. Mattingly (1985). *The motor theory of speech perception revised*. Cognition 21(1): 1-36.

McCarthy, J. (1981). *A prosodic theory of non-concatenative morphology*. Linguistic Inquiry 12(3): 373-418.

Nespor M. & Vogel, I. (2007). Prosodic Phonology. Berlin: Mouton de Gruyter.

Nosofsky, R. M., E. M. Pothos, & A. J. Wills (2011). *The Generalized Context Model: An Exemplar Model of Classification*. Formal Approaches to Categorization, 18-39.

Ohala, J. (1992). *The segment: Primitive or derived?* In J. Docherty & R. Ladd (eds.) Papers in Laboratory Phonology: Gesture, segment, prosody. Cambridge: Cambridge Univ. Press, 166-189.

Ohala, J. (1981). *The listener as a source of sound change*. In S. Carrie et al. (eds.), Papers from the Parasession on Language and Behavior. Chicago: Chicago Ling. Soc., 178-203.

Pierrehumbert, J., M. Beckman & D. R. Ladd (2000). *Conceptual Foundations of Phonology as a Laboratory Science*. In N. Burton-Roberts, P. Carr & G. J. Docherty (eds.), Phonological Knowledge: Conceptual and Empirical Issues. Oxford: OUP, 273-303.

Pierrehumbert, J. (2001). *Exemplar dynamics: Word frequency, lenition, and contrast*. In J. Bybee & P. Hopper (Eds.) Frequency effects and the emergence of linguistic structure. Amsterdam: Benjamins, 137-157.

Prince, A. & P. Smolensky (1993). *Optimality Theory: Constraint Interaction in Generative Grammar*. MS, Rutgers University and Univ. Colorado, Boulder. Rutgers Optimality Archive.

Rice, K. (2012). *Markedness in phonology*. In P. de Lacy (ed.) The Cambridge Handbook of Phonology. Cambridge: Cambridge Univ. Press, 79-99.

Roca, I. & W. Johnson (1999). A Course in Phonology. Oxford: Blackwell.

Trubetzkoy, N. (1969). Principles of phonology. Berkeley: Univ. California Press.

Zec, D. (2012). *The syllable*. In P. de Lacy (ed.) The Cambridge Handbook of Phonology. Cambridge: Cambridge Univ. Press, 161-194.

Unit Schedule

Week	Topic	Lecturer
1	Phonemes and abstract representations	FC

2	Features and natural classes	AS
3	Representation of segments: autosegments, the skeleton, feature geometry	TB
4	Phonological Rules	AS
5	Morphophonology	TB
6	Syllables and syllabification	AS
7	Prosodic phonology	AS
8	Stress systems	AS
9	Optimality theory	TB
10	Optimality theory	TB
11	Sound Change	FC
12	Exemplar theory	TB
13	Articulatory phonology	MP

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Final Exam
- Literature Summaries

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory

Assessment tasks

- Problem Set One
- Problem Set Two
- Problem Set Three
- Final Exam
- Academic Integrity

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue

knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Final Exam
- Literature Summaries
- Academic Integrity

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under

different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Problem Set Three
- Final Exam
- Literature Summaries
- Academic Integrity

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Problem Set Three
- Final Exam
- Literature Summaries

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Problem Set Three
- Final Exam
- Literature Summaries

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- communicate an understanding of fundamental phonological concepts including feature, phoneme, syllable, gesture, rule, constraint, underlying representation and surface form
- explain and illustrate phonological processes, and their role in shaping language sounds
- analyse the phonological structure of a language from example data
- describe major trends in the history of phonological theory, including feature theory, generative phonology, articulatory phonology, feature geometry, and optimality theory
- analyse phonological phenomena, and explain how they can be described under different phonological frameworks

Assessment tasks

- Problem Set One
- Problem Set Two
- Problem Set Three
- Final Exam
- Literature Summaries

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- analyse the phonological structure of a language from example data

Assessment tasks

- Problem Set One
- Problem Set Two
- Final Exam
- Academic Integrity

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Academic Integrity

Changes since First Published

Date	Description
24/07/2015	The nature of the Literature Summaries has changed slightly (from an open-ended assignment to write a summary, to a more targeted response to a question). The assignment of lecturers to lectures has been changed.