

LING 522: Phonology III

Instructor: Adam McCollum

Class Meetings: Mondays and Thursdays 9:50–11:10

Classroom: <https://rutgers.zoom.us/j/93693960181>

Office Hours: by appointment

Email: adam.mccollum@rutgers.edu

Website: canvas.rutgers.edu

Course objectives:

In this course we will focus on phonological assimilation and agreement as a means to further develop the analytical skills you developed in Phonology I-II. By focusing on assimilation and agreement, a perennial hot topic in the field, we'll be able to survey a range of theoretical proposals.

Some topics we'll cover:

- Mechanisms for feature spreading in Optimality Theory
- Mechanisms for agreement in Optimality Theory
- Nevins' search-and-copy
- Comparing consonant, vowel, and vowel-consonant harmonies
- Recent computational work on the expressivity of feature spreading
- Comparing phonological agreement patterns to agreement patterns in morphosyntax

In tandem with these phonology-specific goals, this course is designed to develop your skills as a writer. Almost all linguists need to be able to present data, describe it, analyze it, and contextualize their analysis within a larger theory of language. You have been hone these skills throughout your first few years here at Rutgers, and this course is another opportunity to continue that.

Assessment and evaluation:

Your grade in this class is based on the following: attendance and participation, homework assignments, and a final project.

Attendance and participation	20%
Homework assignments	40%
Final project	40%
Composed of:	
Proposal	5%
Abstract	10%
Presentation	5%
Final paper	20%

- Attendance (20%)
 - Regular attendance is extremely important. There are two obligatory sessions of 80 minutes each per week. I expect that you won't miss class unless you have an exceptionally good reason.

- Homework assignments (40%)
 - During the course you will write four assignments based on data and/or issues we've discussed in class. Each assignment will count for 10% of your grade.

- Final project (40%)
 - The goal of this project is to analyze some set of data, or potentially a theoretical proposal concerning assimilation and agreement. Unless you have an exceptionally good reasons, you are not permitted to do your analysis on some very well-studied language (North American or British English, Peninsular Spanish, Mandarin Chinese, etc). I would also recommend not writing your final paper on a language you speak or one very closely related to a language you speak (let's use mutually intelligible as a proxy for 'very closely related').

 - Your final project consists of the following sub-parts:
 - Initial proposal (5%): You need to write up a 250-word proposal explaining (1) what you want to do your project on, (2) why it connects with this class, and (3) why it is novel and/or interesting. **This is due at 9:50 am Thursday, October 22.**

 - Abstract (10%): You will need to write up a 1-2 page abstract as you would for a conference. **This is due at 9:50 am Thursday, December 3.** To help make this as helpful as possible, you'll need to list one or two conferences that would be good venues for your abstract. As for length, some conferences allow up to two pages, while others allow only one page. Try to imagine what kind of conference you project would fit in at, and aim for that. If, for instance, it would be a great paper for a more arealist conference that allows only one-page abstracts, then write a one-page abstract. If you have a project that would fit well at a general conference that allows two-page abstracts, then write something more like two pages. If you don't know (which is perfectly fine, by the way!), talk to me and we'll figure out a plan.

 - Presentation (5%): The last week of class will be devoted to project presentations. Presentations will last 20 minutes, with 10 minutes for questions. Your grade will reflect how clear, organized, and persuasive your presentation (including Q&A) is. The same skills you developed/are developing in QPW will serve you well here.

 - Final paper (20%): Your paper should be about 10-15 pages long, and will be due **Thursday, December 17 at noon.** All the other sub-parts of the project should help get you to the writing portion of the project.

Textbook:

- There is no textbook for this course. Readings, which will consist of the usual fare of journal articles, book chapters, etc. All readings will be posted to the course website.

General ground rules:

- We should all strive to abide by the Golden Rule, “treat others like you wanted to be treated.”
- *The classroom is a place for learning, exploration, and discovery. It is not primarily a place to feed the ego, make a name for yourself, or construct an identity. You are more than the grades on your transcript. Your identity is not on the line in this class. That means you have the freedom to forget yourself and engage the material. You have the freedom to try hard, to discover, to struggle, to be wrong, and to be frustrated.*
 - Some issues in this course could seem controversial to you, or perhaps difficult to reconcile with your experience and ideas. You should feel free to question any claims made in class or in the readings, or to make claims of your own, but if you do, please be civil and be prepared to support your opinion.
- **Communications policy.** All communications must be courteous and respectful. I’m happy to take time to help you with anything related to the course, but only if you are polite with your requests for that time and acknowledge it with a simple thank-you. (There are lots of “how to write an email” things out there; here’s a good one: <http://phdcomics.com/comics.php?f=1795>)
 - Even if you communicate with me properly, please don’t expect to receive a reply to any email outside normal working hours (M–F, approximately 8–4) or within 24 hours of sending your email.
 - I do not send you quizzes at 7 pm and expect you to turn them in by midnight, so please do not expect the same of me. I will do my best to reply to emails and canvas postings promptly, but know that just as you have more going on in your life than this particular course, so do I.
- **Late work policy.** During the course you may submit **one** assignment late without penalty. If you need an extension, you must notify me **at least 24 hours before the assignment is due.** Additionally, I will ask you to give me a modified date and time for your assignment.
 - Otherwise, all late assignments will be penalized according to how late the assignment is submitted. Concretely, turning in your assignment a day late would be much better than turning it in a week late. Relatedly, it is always better to submit a late assignment than to take a 0 for not submitting anything at all.
 - If you are absent without an excuse, you will get a 0 for all in-class assignments missed.
- **Academic integrity policy.** You are expected to know and follow the Rutgers University policy on Academic Integrity: <https://nbprovost.rutgers.edu/academic-integrity-students>
 - Cheating, plagiarizing, presenting someone else’s work as your own, and not properly acknowledging another student’s contribution will not be tolerated. Nor will sharing the content of this course’s assignments outside of the class.
 - All instances of plagiarism will be reported to the Office of Student Judicial Affairs.
 - As defined by the University, plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.

- **Collaboration policy.** You are welcome — in fact, you are encouraged — to discuss what we're learning in class with your fellow students. Find a study buddy, or (better) form a study group. So long as you are abiding by the academic integrity policy above, all is well.
- **Disability access.** Rutgers University welcomes students with disabilities into all of the University's educational programs.
 - In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.
 - If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).
 - Full disability policies and procedures are at <https://ods.rutgers.edu/>
 - Contact information:
 - (848) 445-6800
 - Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854
- **Title IX statement.** Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, relationship violence, stalking or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu.
- **Student-Wellness Services:**
 - **[Just In Case Web App](http://codu.co/cee05e)**
<http://codu.co/cee05e>
 - Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD
- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

- CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Violence Prevention & Victim Assistance (VPVA) :** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
 - The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Scarlet Listeners:** (732) 247-5555 www.scarletlisteners.com

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

<https://rutgers.campuslabs.com/engage/account/create?returnUrl=/organization/scarletlisteners>

<https://www.facebook.com/scarletlisteners/>

Schedule:

This is a very tentative plan for the term. I'm sure it'll need to be changed...

Week	Dates	Topic	Readings to discuss	Assignments
1	9/3	Syllabus and introduction		
2	9/8	Introduction	Jurcec 2011: ch 2 (optional: Rose & Walker 2011)	
	9/10		Ní Chioisáin & Padgett 2001 (optional: Odden 1994)	
3	9/14		Rose & Walker 2004	
	9/17	Computation of feature spreading	Chandlee & Heinz 2018 (optional: Gainor et al. 2012)	HW 1 assigned
4	9/21			
	9/24		Heinz & Lai 2013	HW 1 due
5	9/28	(Dis)Agreement	Bennett 2015 (optional: Stanton 2020)	
	10/1	No class!		
6	10/5		Luo 2017	HW 2 assigned
	10/8		Sande 2019	
7	10/12		Payne 2017	HW 2 due
	10/15	Search and Copy	Nevins 2010: ch. 2	
8	10/19		Nevins 2010: ch. 3 (optional: Dresher & Nevins 2017)	
	10/22			Proposal due
9	10/26		Andersson et al. 2020	HW 3 assigned
	10/29	Contrast	Mackenzie 2011	
10	11/2			HW 3 due
	11/5		Dresher & Zhang 2005	
11	11/9			
	11/12			
12	11/16	Directionality	Hyman 2008	HW 4 assigned
	11/19			
13	11/23	Locality	Piggott & van der Hulst 1997	HW 4 due
	11/26	Thanksgiving!		
14	11/30	TBD		
	12/3	TBD		Abstract due
15	12/7	Presentations		
	12/10	Presentations		
	12/17			Final paper due