Phonology II: Exceptional Sound Systems

The aim of modern phonological theory is to reveal underlying principles that explain language sound structure in the world’s languages. Research in phonological theory has traditionally limited the field of inquiry to normal adult language sources. In this course we will extend the domain of phonological theory to include more exceptional speech data -- data from language learners and from other atypical sources.

We will analyze phonological data from nine exceptional language sources: child first language acquisition, speech disorders, adult second language acquisition, pidgin and creole languages, aphasic speech, slips of the tongue, language games, speaking in tongues, and weird text language, like alien language from science fiction. These types of speech behaviors are not willy-nilly sound productions, rather they all appear to abide by the same underlying principles that normal languages do.

Prerequisite: Ling 690

Text: Compiled reading packet (see required reading list)

Requirements:
1. I expect everyone to be prepared to discuss all of the assigned readings.
2. There will be homework assignments. Students are encouraged to try out new hypotheses and to work together on these assignments, but each student will ultimately turn in original work.
3. Each student will do a short research project. (students can also work in pairs, if they wish) The project can be theoretical and/or empirical. For instance, you may choose to re-analyze some of the data from any of the assigned studies and formulate your own theory, or you may wish to test a phonological hypothesis by gathering data from some other exceptional source. The project must develop an intersection of phonological theory with exceptional language behavior. Final projects should be approximately 10-15 pages in length.
4. One 1-page project proposal will be required from each student. The proposal should be a concise, original, focused research topic on any issue derived from the readings or from class discussions. It must include a tentative bibliography. Students may revise proposals and re-submit. Due date is 3 April.
5. Everyone will be required to present a preliminary report on their project to the class. A suitable handout is expected.

calendar:
no class 10 march
proposals due 7 april
final project due: 5 may
homeworks  30%
presentation  10%
participation  20%
final project  40%  

COURSE OUTLINE

DATE READING

Part I: Phonological Theory

21 january  Introduction and review Optimality theory  Kager 1999 chapter 1
28 january  Syllable structure  Blevins 1996
4 february  the SSC  Clements 1982
11 february  The OCP  Yip 1988

Part II: Phonological Development

18 february  First Phonology Acquisition  Jusczyk, et. al 2002
25 february  Child Phonological Disorders  Barlow and Dinnsen 1998
3 march  Creole Phonology  Holm 1988
10 march  no class

17 march  Adult Second Language Phonology cluster problems  Tropf 1986; Eckman and Iverson 1993; Carlisle 1992
24 march  Adult Second Language Phonology more syllable structure  Broselow et.al. 1998; Bhatt and Bhatt 1997

Part III: Phonological Corrosion

31 march  Aphasic Phonology neologisms in aphasia  Robson, et. al 2003
7 april  Speech Error Phonology  Fromkin 1988;
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>14 april</td>
<td>Phonological Games</td>
<td>Bagemihl 1996; Davis and Hammond 1995</td>
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<tr>
<td>21 april</td>
<td>Glossolalia</td>
<td>Motley 1981; Goodman 1972</td>
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<td>28 april</td>
<td>Constructed Phonologies</td>
<td>Weinberger, ms.</td>
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<td>5 may</td>
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<td>papers due</td>
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Required Readings
Weinberger, S. 2000. (ms.) Alien Phonology: Science or Fiction?
External Evidence

General Phonology

Segments

Feature Geometry

Underspecification Theory

Phonological development
Phonological Disorders in Children

ASL Phonology

Creole Phonology

L2 Phonology

**Pathological Phonology**

**Slips of the Tongue**

**Play Languages**


**Glossolalia**


**Constructed Phonologies**


