**COURSE OUTLINE**

[* Starred readings are from journals that can be accessed online through the OSU library URL.]

**Week 1 - Part 1: June 18 & 19**
Introduction and overarching questions; English & Japanese intonational hierarchy

**L825 readings:**
* Beckman, M. E., & Gayle Ayers Elam (1997). Guide to [English] ToBI Labelling, ver. 3. (Available online; follow link on course web page. Ignoring sections on dysfluencies and such, start working through it during first half of the week; have finished by beginning of second week.)

Optional:

**L871 readings:**

Optional:

**Week 1 - Part 2: June 21 & 22**
Intonational phrase boundaries, pitch range domains; English & Japanese hierarchy, cont.

**L825 readings:**
finish working through Beckman & Ayers Elam (1997).

**L871 readings:**


**Week 2 - Part 1: June 25 & 26**

Downstep domains, Levels of intonational phrasing, English, Japanese

**L825 readings:**


**L871 readings:**


**Week 2 - Part 2: June 28 & June 29**

Levels of intonational phrasing: English, Spanish, and a bit of Greek

**L825 readings:**


**L871 oral presentations with handouts:**

Schafer, A. & Speer, S. R. (ms.) Prosodic phrasing effects on the use of sentence context in the resolution of lexical ambiguity.

Welby, P. (2001, ms.) T.B.A.

**Week 3 - Part 1: July 2 & July 3**

Tone and intonation Cantonese & Mandarin; phrasing and the foot

**L825 readings:**


L871 readings:

Optional:

Week 3 - Part 2: July 5 & July 6
Sandhi, stress shift, Mandarin, Greek
L825 readings:

L871 readings:

Week 4 Part 1: July 9 & July 10
Accentual Phrasing and scope of modification, Accentual Phrasing and Focus; Korean
L825 readings:

Students targeting Korean should also read:

and work though the K_ToBI manual (follow the link on the course web page)
L871 readings:
Optional:

**Week 4 Part 2: July 12 & 13**
Accentual phrase, continued; French, (English Intonational phrasing reprise)
L825 readings:
L871 readings:

**Week 5 - Part 1: July 16 & July 17**
Focus and accent; focus and pitch range; English/Mandarin interference
L825 presentations:
L871 readings:

**Week 5 - Part 2: July 19 & July 20**
What is focus? Interactions of intonation with word order and syntax in focus marking.
L825 reading:
Optional:

L871 readings:


**ASSIGNMENTS**

By Friday, Week 1
1. Have an interview with one of instructors to discuss choice of target language, phenomena, and methodology appropriate for the student’s project. Discuss paper(s) that the student will present in class. Note: If there is a paper not included on the syllabus that would be directly relevant to your project, please suggest it.

Devise a small set of sentences in the target language which exemplify ambiguities that are potentially disambiguated by prosody. If possible, this should be a set that is directly relevant for the project. Turn in the list of the sentences, annotated with (1) a word-by-word gloss if the language is not English, (2) a description of the ambiguity, and (3) a guess as to what prosodic patterns might bias the listener toward one or the other interpretation.

Monday, Week 2
2. Submit a one-page paper (if taking one seminar) or a two-page paper (if taking both) identifying which language the student plans to work on, what phenomenon the student is interested in planning a project around. Propose an experimental task that would be appropriate to investigating the resolution of the ambiguity during sentence processing. Propose one paper (if taking one seminar) or two papers (if taking both) that the student will present in class.

By Friday, Week 2
3. Using the small set of sentences prepared by Friday of Week 1 (or a different set that is more relevant if the project does not involve any ambiguity), record the sentences and (with Mary’s help if you don’t know how to do this already) make pitch tracks ready to present in the morning class on Friday of Week 2.

If you are taking 825: Do a ToBI-framework annotation of these utterances.

If you are taking 871: Determine the apparatus/software necessary to run the proposed processing experiment.

Friday, Week 3
4. Submit a draft project proposal which briefly outlines the research project, gives a small (about 5 papers) bibliography of relevant literature, describes the experimental design (specifying task details and conditions), and wraps up with a paragraph describing predictions if hypothesis is true or false with justification of predictions.

If you are taking 871: prepare (with Shari’s help) a detailed chronological description of the experimental task, and include this in the draft proposal.
Friday, Week 4
5. Submit the complete set of materials for the project. (These may be a list of sentences and contexts, but might also be the actual stimuli.) To the extent possible (depending on the methodology), prepare a short (5 trials) preliminary demo of the proposed experiment using the methodology of choice.

Friday, Week 5
6. Turn in a final paper, pulling all the pieces together into a coherent partial draft of the journal article that would result — namely, the introduction and methods sections (with finalized set of materials and detailed description of experimental task), and a more detailed, revised description of the predictions with graphic display of hypothetical results.

Assignments will vary as follows, depending on whether the student takes one or both seminars:

1. If the student is taking just LING871, the proposed project should involve some kind of processing experiment. For the week 3 Friday session, s/he should prepare a detailed description of the proposed experimental method and design, and specify the linking assumptions that connect the findings from such a task to the underlying processing mechanisms hypothesized.

2. If the student is taking just LING825, the proposed project should involve a production study. For the week 2 Friday session, he/she should not only have made pitch tracks, but also have got through enough of the ToBI framework system for the target language in order to propose an analysis of the utterances’ intonation patterns. The experimental design component of the proposal may be quite simple, for example “I will record a native-speaker consultant reading these materials and make the following measurements.” However, for a more elaborate elicitation protocol, e.g. to get a task-based dialogue, the student should provide a detailed outline of that part of the experimental design.

3. If the student is taking both seminars, there should be linked production and processing components in the proposed project. For example, if the student is interested in levels of intonational phrasing in Spanish, there would be a production study that involves recording and analyzing utterances intended to distinguish the two proposed levels and a perception project investigating some interpretive consequence of having an intermediate phrase versus a full intonational phrase edge at some place in some set of materials. (Of course, we won’t ask that the details of the interpretive consequence be completely understood/explained by the time you turn in the second Monday’s paper, but there should be some idea of what the two different parts of the larger study will be.) For the week 2 Friday session, the student should not only have made pitch tracks, but also have got through enough of the ToBI framework system for the target language in order to propose an analysis of the utterances’ intonation patterns. For the week 3 Friday session, s/he should prepare a detailed description of the proposed experimental method and design, and specify the linking assumptions that connect the findings from such a task to the underlying processing mechanisms hypothesized. For all written assignments, there are more lenient page limits for a student taking both 825 and 871. For example, in the draft project proposal, there would need to be an experimental design and a basic predictions paragraph for each of the two different components, and page limits will be adjusted accordingly. Similarly, there might need to be two sets of materials for the linked components of the project. If this is not the case, and one set of materials will be used for both project components, the student
should record at least one subject’s productions, and submit a few preliminary pitch tracks and audio files with the final paper.