

**Linguistics 825: Seminar in Advanced Phonetics
Second Language Phonetics and Phonology
Fall 2007**

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Time:	TR 1:30-3:18	
Location:	Hagerty Hall 145	

Course Description and Objectives

The seminar in advanced phonetics is generally directed towards the study of specific problems in articulatory and acoustic phonetics at an advanced level. This quarter, we will read and discuss papers from the primary literature in second language phonetics and phonology. We will explore seminal and recent research on the nature of second language phonological acquisition, the dominant models of acquisition of second language sound systems, and the effects of foreign accent on speech perception and spoken language processing by native and non-native listeners.

This seminar will be offered as a two-quarter sequence. The first quarter (Ling 825) will be an extensive exploration of the primary literature in the topic, leading to the design of a study or experiment that the student can then carry out in the second, optional, quarter (Ling 821). The second quarter will be a combination of lab meetings, where progress on the projects and more specialized literature relevant to the specific studies being done will be discussed.

Course Components

Reading Assignments: Reading assignments are listed on the tentative schedule below. You are expected to read *all* of the assigned papers before the class when we discuss them and to come to class with questions and/or topics for discussion. All of the assigned readings will be posted electronically on the web at: <http://www.ling.ohio-state.edu/~cclopper/courses/825/>.

Article Summaries: All those taking the seminar for credit will prepare a summary of each reading prior to the class in which it will be discussed. You need to submit a draft of your summary to the instructors via email by 1pm on the day of class and bring a hard copy with you to class to facilitate discussion. Article summaries should be organized according to the following headings. It is fine to simply list the relevant information below each heading in point form; full sentences are not necessary. A template for completing the summaries is available on the web at: <http://www.ling.ohio-state.edu/~cclopper/courses/825/>.

1. *Main points of the article.*
What is the question or problem being addressed?
Why this is an interesting question?
2. *Crucial evidence.*
What is the proposed hypothesis or model being examined?
What is the crucial evidence or argument that supports the proposal?

3. *Predictions.*
What predictions does the proposal make?
Are these predictions confirmed by the data?
4. *Implications.*
What are the broader implications of the proposal?
5. *Evaluation.*
What are the strengths/advantages of the proposal?
What are the weaknesses/disadvantages of the proposal?
Do the data support the conclusions?
Is the paper clearly written?

Members of the class will take turns creating a Summary of Summaries (SOS) for each article, to be distributed to all of the members of the seminar. An SOS is a compilation of each person's summary; again, full sentences are not required. Each member of the class is expected to send a revised individual article summary via email to the designated SOS compiler (cc: the instructors) no more than two days after the article was discussed. The Summary of Summaries should in turn be distributed via e-mail to the entire class within the following week.

Term Project: The final component of the course is an individual term project. Throughout the course, you will develop a research proposal for a study or experiment that, if you choose to continue the seminar, will be carried out in Winter 2008. The term project will include the five components outlined below. The instructors will provide written feedback on each of the first three, to assist you in developing your proposal. The purpose of the in-class presentation is both for you to familiarize your classmates with your research ideas and for them to provide you with feedback on your proposal. We encourage you to discuss your ideas in person, via e-mail, or by phone at any point during the development of your proposal.

1. One-page project description (due 10/2)
 research question
 motivation
 preliminary methodology
2. Progress report #1 (due 10/11)
 literature review
 preliminary hypothesis
3. Progress report #2 (due 11/1)
 hypothesis
 methodology (data, experimental design, statistics)
 predictions
4. In-class presentation (11/15-11/29)
 25 minutes + 5 minutes for questions
5. Final write-up of the research proposal (due 12/4)

Videoconferencing: We are excited to participate in the first video-conferenced course offered in our department and appreciate the willingness of the MSU students to participate in this experiment. Since this is indeed an experiment, we encourage your input and suggestions regarding how we can make this a successful experience for everyone involved.

We, the instructors, are hoping to come to the MSU campus at some point during the course to participate in the class from the MSU end. We would also like to encourage the MSU students to come to OSU for the class on Thursday, October 25th. This is the class immediately preceding MCWOP (Mid-Continental Workshop on Phonology). In addition to having you attend

the seminar, we would like to meet with each of you to discuss your research project ideas and answer any questions that you might have. Program and hotel information is available at the MCWOP website (<http://www.ling.ohio-state.edu/mcwop/>). If you would prefer crash space with one of the graduate students, please let us know.

Grading

1. Article Summaries: 50%

To earn full credit on the article summaries, you are expected to submit all individual summaries on time, submit all summaries of summaries that you are assigned on time, and to actively participate in class discussions.

2. Term Project: 50%

To earn full credit on the term project, you are expected to submit each of the five components on time, incorporate suggestions from the instructors and fellow classmates into subsequent components as appropriate, demonstrate clarity in both oral and written work, and produce a research proposal with an interesting research question, literature review, clearly stated hypotheses and predictions, and appropriate methodology.

Policies

Accommodation: If you feel you may need an accommodation based on the impact of a disability, you should contact us privately to discuss your specific needs. For OSU students, please contact the Office for Disability Services at 614 292 3307 or in Pomerene Hall 150 to coordinate reasonable accommodations for students with documented disabilities. For MSU students, please contact the MSU Resource Center for Persons with Disabilities.

Conduct: Academic misconduct will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. We are obligated by University Rules to report suspected cases of academic misconduct to the Committee on Academic Misconduct.

Tentative Schedule

Week	Date	Topic & Reading Assignments
1	9/20	Introduction
2	9/25 9/27	Munro & Bohn 2007; Strange 1995 Lenneberg 1967; Flege, Munro, & MacKay 1995; Yamada 1995
3	10/2 10/4	Flege 1987; Flege 1995; One page project description due Best, McRoberts, & Sithole, 1988; Best 1995
4	10/9 10/11	Best, McRoberts, & Goodell 2001; Boomershine et al. in press NO CLASS; Project progress report 1 due
5	10/16 10/18	Kuhl & Iverson 1995; Frieda et al. 1999 Sancier & Fowler 2001; Guion 2003
6	10/23 10/25	Caramazza et al. 1973; Hall & Boomershine 2006 Dupoux et al. 1999; Peperkamp 2005
7	10/30 11/1	Strange et al. 1998; Strange et al. 2001 Sheldon & Strange 1982; Bradlow et al. 1997; Project progress report 2 due
8	11/6 11/8	Bent & Bradlow 2003; Stibbard & Lee 2006 LaCharité & Paradis 2005; Kenstowicz 2005
9	11/13 11/15	Yip 2006; Silva TBA Term project presentations
10	11/20 11/22	Term project presentations THANKSGIVING – NO CLASS
11	11/27 11/29	Term project presentations Term project presentations

The written version of the term project needs to be e-mailed to the instructors by 5pm on Tuesday, December 4.