



LING 713: Adv Phonological Analysis II - Intonation

**** NOTE: This is a preliminary course outline intended to give an overview of the likely course content and requirements. Actual content and requirements may change. The final course outline will be made available on the first day of class. ****

Days and Time: W 9:00 - 12:00 (15.09.2010 – 08.12.2010)

Room: SS836

Instructor: Dr. Karsten Koch

Office: SS828

Telephone: 403-220-6119

E-mail: karstenak@hotmail.com

Office Hours: tba

COURSE DESCRIPTION

All languages use intonation, or speech melodies, to signal a variety of phenomena. These phenomena may be syntactic, pragmatic, or semantic, such as the marking of syntactic boundaries, information structure (new/old), sentence type (question or statement), emotion, scope inversion and speaker commitment. The study of intonation is therefore a key area in the study of the linguistic interfaces, a topic generating much current research. Intonational units like tones, pitch accents and phrases are phonological, but may differ from lower-level phonological units like syllables and words in important ways, including their role in marking interface phenomena. This course examines current research on intonation, and how this aspect of phonology interfaces with syntax and semantics/pragmatics.

COURSE REQUIREMENTS

Students are expected to attend class regularly, and attendance will form part of the participation grade. Students will present and discuss (a) reading(s) in class; topics and dates will be chosen on the first day of class. Students will write a research paper on intonation on a topic of their choice (including a paper proposal).

Your final grade will be based on:

ASSIGNMENTS (2 x 12.5%)	25 %
LITERATURE PRESENTATION / LEADING CLASS DISCUSSION <i>(1 x 10% or 2 x 5% depending on enrollment)</i>	10 %
TERM PAPER	55 %
<i>Paper proposal and presentation (10%)</i>	
<i>Final paper (45%)</i>	
<i>Organization and writing style (15%)</i>	
<i>Content, argumentation and solution (30%)</i>	
PARTICIPATION	10 %
Total:	100 %

GRADING SCHEDULE

The following grading system will be used:

A+ = 97-100 %	B+ = 83-87%	C+ = 68-72%	D+ = 53-57%
A = 93-96 %	B = 78-82%	C = 63-67%	D = 50-52%
A- = 88-92 %	B- = 73-77%	C- = 58-62%	F = 0-49%

(See the University Calendar for broader interpretation of the letter grades.)

ABSENCE AND LATE WORK

If you know you will be absent, it is your responsibility to let the instructor know and to make up for missed work. Attendance will not be taken, but students are expected to attend class regularly. Late assignments may not be accepted. If you know your assignment will be late, please let the instructor know in case alternate arrangements are possible.

See the University of Calendar Calgary for further full details on course policies:

<http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

COURSE TOPICS [POSSIBLE]

Topics may include the following [sample readings are given in square brackets]:

An introduction to intonation.

[Grice and Baumann 2007, Gussenhoven 2004 (Ch. 2), Fitzpatrick 2000]

Intonational units, principles, and labelling (ToBI).

[Shattuck-Hufnagel and Turk 1996, Beckman and Hirschberg 1993, Selkirk 1995]

The biological codes of intonation.

[Ohala 1984, Gussenhoven 2004 (Ch. 5), Bartels 1999, Bänziger and Scherer 2005]

Gradience and alignment of intonational tones.

[Gussenhoven 1999, Atterer and Ladd 2004, Lickley et al. 2005, Truckenbrodt 2007a]

The nuclear stress.

[Chomsky and Halle 1968, Bolinger 1972, Cinque 1993]

The syntax-phonology interface.

[Truckenbrodt 1999, Selkirk and Kratzer 2007, Cheng and Downing 2009, Kandybowicz 2009]

Syntactic ambiguity.

[Kjelgaard and Speer 1999, Jun 2003]

The meanings of intonation contours.

[Ward and Hirschberg 1985, Büring 1997, 2003]

Information structure: Focus.

[Taglicht 1982, Selkirk 1995, Szendrői 2003, Féry and Samek-Lodovici 2006, Hartmann 2007, Koch 2010]

Information structure: Givenness.

[Terken and Hirschberg 1994, Bauman and Grice 2006]

Information structure: Second occurrence focus.

[Beaver et al. 2007, Howell 2008, Féry and Ishihara 2009]

Information structure: Topics.

[Jackendoff 1972, Büring 1997, 2003, Koch to appear]

Tone languages and intonation.

[Truckenbrodt 1999, Downing 2003, Chen and Gussenhoven 2008]

Brain and intonation.

[Studdert-Kennedy and Shankweiler 1970, Baum and Pell 1999, McCann and Peppé 2003, Wang et al. 2006]

COURSE SCHEDULE

[possible order; topics and timing may vary]

	<i>Topic</i>	<i>Reading</i>	<i>Additional notes</i>
Sept. 15	Introduction		
Sept. 22	Introduction to intonation		
Friday, September 24	Last day to drop full courses and Fall term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.		
Monday, September 27	Last day to add or swap full courses and Fall term half courses. Last day for change of registration from audit to credit or credit to audit.		
Sept. 29	Intonation units, principles and labelling		
Oct. 6	The biological codes		
Oct. 13	Gradience and alignment		Asg. #1 due (12.5%)
Oct. 20	The nuclear stress		
Oct. 27	The syntax-phonology interface		
Nov. 3	Syntactic ambiguity		
Nov. 10	Paper presentations; Contours and meaning		Paper proposal and presentation (10%)
Nov. 17	Focus		
Nov. 18	Givenness		
Nov. 24	Second Occurrence Focus		Asg. #2 due (12.5%)
Dec. 1	Tone languages		

Dec. 8	Brain and intonation		
Friday, December 10	Last day to withdraw with permission from Fall term half courses (except Weekend University).		
tba	Final term paper due (45%)		

REQUIRED TEXT(S)

Course readings will consist of research articles made available to students as pdf documents, either through the course website or the University library.

RECOMMENDED TEXT(S)

Gussenhoven, Carlos. 2004. *The Phonology of Tone and Intonation*. Cambridge University Press.

ADDITIONAL RESOURCES

- Atterer, Michaela, and D. Robert Ladd. 2004. On the phonetics and phonology of “segmental anchoring” of F0: evidence from German. *Journal of Phonetics* 32: 177-197.
- Bartels, C. 1999. *The Intonation of English Statements and Questions: A Compositional Interpretation*. Garland Press.
- Baum, S. and M. Pell. 1999. The neural bases of prosody: Insights from lesion studies and neuroimaging. *Aphasiology* 8, 581-608.
- Baumann, Stefan & Martine Grice. 2006. The Intonation of Accessibility. *Journal of Pragmatics* 38 (10). 1636-1657.
- Bänziger, Tanja, and Klaus R. Scherer. 2005. The Role of Intonation in Emotional Expressions. *Speech Communication* 46(3-4): 252-267.
- Beaver, David, Brady Clark, Edward Flemming, T. Florian Jaeger & Maria Wolters. 2007. When semantics meets phonetics: Acoustical studies of second occurrence focus. *Language* 83: 245-276.
- Beckman, M.E. & G. Ayers Elam. 1993. Guidelines for ToBI labelling. Unpublished manuscript, Ohio State University. http://www.ling.ohio-state.edu/~tobi/ame_tobi/
- Beckman, M.E. & J. Hirschberg. 1993. The ToBI annotation conventions. Unpublished manuscript. http://www.ling.ohio-state.edu/~tobi/ame_tobi/annotation_conventions.html
- Beckman, M.E., J. Hirschberg & S. Shattuck-Hufnagel. 2005. The original ToBI system and the evolution of the ToBI framework. In Sun-Ah Jun (ed.) *Prosodic Typology: The Phonology of Intonation and Phrasing*, pp. 9-54. Oxford Univ Press.
- Bolinger, Dwight. 1972. Accent is predictable (if you're a mind-reader). *Language* 48(3): 633-644.
- Büring, Daniel. 1997. The Great Scope Inversion Conspiracy. *Linguistics and Philosophy* 20: 175-194.
- . 2003. On D-trees, beans, and B-accent. *Linguistics and Philosophy* 26: 511-545.
- Chen, Yiya, and Carlos Gussenhoven. 2008. Emphasis and tonal implementation in Standard Chinese. *Journal of Phonetics* 36: 724-746.
- Cheng, Lisa, and Laura Downing 2009. Where's the topic in Zulu? *The Linguistic Review* 26(2-3): 207-238.
- Chomsky, Noam, and Morris Halle. 1968. *The Sound Pattern of English*. New York: Harper and Row.
- Cinque, Guglielmo. 1993. A null theory of phrase and compound stress. *Linguistic Inquiry* 24: 239-267.
- Downing, Laura J. 2003. Stress, tone and focus in Chichewa and Xhosa. In Rose-Juliet Anyanwu, ed. *Stress and Tone: The African Experience*. *Franfurter Afrikanistische Blätter* 15. Köln: Rüdiger Köppe Verlag. 59-81.
- Féry, Caroline, and Vieri Samek-Lodovici. 2006. Focus projection and prosodic prominence in nested foci. *Language* 82(1): 131-150.
- Féry, Caroline, and Shichiro Ishihara. 2009. The phonology of second occurrence focus. *Journal of Linguistics* 45: 285-313.
- Fitzpatrick, Jennifer. 2000. On intonational typology. In Peter Siemund, ed. *Methodological Issues in Language Typology*.
- Fry, D.B. 1958. Experiments in the perception of stress. *Language and Speech* 1: 126-152.

- German, James, Janet Pierrehumbert and Stefan Kaufmann. 2006. Evidence for phonological constraints on nuclear accent placement. *Language* 82(1): 151-168.
- Grice, Martine & Stefan Baumann. 2007. An Introduction to Intonation – Functions and Models. In Trouvain, Jürgen & Ulrike Gut, eds. *Non-Native Prosody. Phonetic Description and Teaching Practice*. Berlin, New York: De Gruyter (= Trends in Linguistics. Studies and Monographs [TiLSM] 186). 25-51.
- Gussenhoven, Carlos. 1999. Discreteness and gradience in intonational contrasts. *Language and Speech* 42(2-3): 283-305.
- . 2004. *The Phonology of Tone and Intonation*. Cambridge University Press.
- Hartmann, Katharina. 2007. Focus and tone. In Féry, C., G. Fanselow and M. Krifka, eds. *The Notions of Information Structure. Interdisciplinary Studies on Information Structure 6*. Potsdam: Universitätsverlag Potsdam. 221-235.
- Hayes, Bruce, and Aditi Lahiri. 1991. Bengali intonational phonology. *Natural Language & Linguistic Theory* 9: 47-96.
- Hellmuth, Sam. 2006. Intonational pitch accent distribution in Egyptian Arabic. PhD dissertation, SOAS, University of London.
- Howell, Jonathan. 2008. Second occurrence focus and the acoustics of prominence. *Proceedings of the 26th West Coast Conference on Formal Linguistics*, ed. Charles B. Chang and Hannah J. Haynie, 252-260. Somerville, MA: Cascadilla Proceedings Project.
- Ishihara, Shinichiro. 2007. Major phrase, focus intonation, multiple spell-out. *The Linguistic Review* (2-3): 137-167.
- Jackendoff, Ray. 1972. *Semantic Interpretation in Generative Grammar*. Cambridge, MA: MIT Press.
- Jun, Sun-Ah. 2003. Prosodic phrasing and attachment preferences. *Journal of Psycholinguistic Research* 32(2): 219-249.
- Kandybowicz, Jason. 2009. Embracing edges: syntactic and phono-syntactic edge sensitivity in Nupe. *Natural Language and Linguistic Theory* 27: 305-344.
- Kjelgaard, M.M., & Speer, S.R. 1999. Prosodic facilitation and interference in the resolution of temporary syntactic closure ambiguity. *Journal of Memory and Language* 40(2): 153-194.
- Koch, Karsten. 2008. *Intonation and Focus in Nɛeʔkepmxcin (Thompson River Salish)*. Ph.D. dissertation, University of British Columbia, July 2008.
<https://circle.ubc.ca/dspace/handle/2429/2848>
- . 2010. A phonetic study of intonation and focus in Nɛeʔkepmxcin. In Sonia Frota, Pilar Prieto, and Gorka Elordieta, eds. *Prosodic categories: production, perception and comprehension*. Springer.
- . To appear. Revisiting a translation effect in an oral language. In Kranich, Svenja, Viktor Becher, Steffen Höder & Juliane House (eds). *Multilingual discourse production. Synchronic and diachronic perspectives (Hamburg Studies on Multilingualism, vol. 12.)*. Amsterdam & Philadelphia: John Benjamins.
- McCann, Joanne, and Sue Peppé. 2003. Prosody in autism spectrum disorders: A critical review. *International Journal of Language & Communication Disorders* Vol 38(4): 325-350.
- Ladd, D.R. 1996. *Intonational Phonology*. Cambridge University Press.
- Lickley, Robin J., Astrid Schepman and D. Robert Ladd. 2005. Alignment of “phrase accent” lows in Dutch falling-rising questions: theoretical and methodological implications. *Language and Speech* 48(2): 157-183.
- Nespor, Marina, and Wendy Sandler. 1999. Prosody in Israeli Sign Language. *Language and Speech* 42: 143-176.
- Nespor, Marina, and Irene Vogel. 1986. *Prosodic Phonology*. Dordrecht: Foris.
- Ohala, J.J. 1984. An ethological perspective on common cross-linguistic utilization of F0 of voice. *Phonetica* 41: 1-16.
- Pierrehumbert, J. 1980. *The Phonology and Phonetics of English Intonation*. Doctoral dissertation, MIT.
http://www.ling.northwestern.edu/~jbp/publications/Pierrehumbert_PhD.pdf
- Rialland, Annie, and Stéphane Robert. 2001. The intonational system of Wolof. *Linguistics* 39(5): 893-939.
- Selkirk, Elizabeth. 1995. Sentence prosody: Intonation, stress and phrasing. In J. Goldsmith, ed. *The Handbook of Phonological Theory*. Cambridge, MA: Blackwell. 550-569.
- . 1995b. The prosodic structure of function words. In J. Martin and K. Demuth, eds. *Signal to Syntax: Bootstrapping from Speech to Grammar in Early Acquisition*. Mahwah, NJ: Lawrence Erlbaum. 187-213.

- , and Angelika Kratzer. 2007. Phase theory and prosodic spellout: The case of verbs. *The Linguistic Review* 24(2-3): 93-135.
- Shattuck-Hufnagel, Stefanie, and Alice E. Turk. 1996. A prosody tutorial for investigators of auditory sentence processing. *Journal of Psycholinguistic Research* 25(2): 193-247.
- Szendrői, Kriszta. 2003. A stress-based approach to the syntax of Hungarian focus. *Linguistic Review* 20: 37-78.
- Taglicht, J. 1982. Intonation and the assessment of information. *Journal of Linguistics* 18(2): 213-230.
- Terken, Jacques, and Julia Hirschberg. 1994. Deaccentuation of words representing given information: effects of persistence of grammatical function and surface position. *Language and Speech* 37(2):125-145.
- Truckenbrodt, Hubert. 1995. Phonological phrases: their relation to syntax, focus and prominence. Ph.D. dissertation. MIT.
- . 1999. On the relation between syntactic phrases and phonological phrases. *Linguistic Inquiry* 30: 219-255.
- . 2007a. Upstep of edge tones and of nuclear accents. In Carlos Gussenhoven & Tomas Riad (eds.), *Tones and tunes. Volume 2: Experimental studies in word and sentence prosody*, 349-386. Berlin: Mouton de Gruyter.
- . 2007b. The syntax phonology interface. In Paul de Lacy (ed.), *The Cambridge handbook of phonology*, 435-456. Cambridge: Cambridge University Press.
- Turk, Alice, and Laurence White. 1999. Structural influences on accentual lengthening in English. *Journal of Phonetics* 27(2): 171-206.
- Studdert-Kennedy, M., and D. Shankweiler. 1970. Hemispheric specialization for speech perception. *J. of the Acoustical Society of America* 48: 579-594.
- Wang, A. Ting, Susan S. Lee, and Marian Sigman. 2006. Neural basis of irony comprehension in children with autism: The role of prosody and context. *Brain: A Journal of Neurology* Vol 129(4): 932-943.
- Ward, G. & J. Hirschberg. 1985. Implicating uncertainty: The pragmatics of fall-rise intonation. *Language* 61: 747-776. <http://www.ling.northwestern.edu/%7Eward/Language85.pdf>
- Ward, G. & J. Hirschberg. 1988. Intonation and Propositional Attitude: The Pragmatics of L*+H L H%. *Proceedings of ESCOL*, pp. 512-522. <http://www.ling.northwestern.edu/%7Eward/ESCOL88.pdf>
- Wennerstrom, Ann. 2001. *The Music of Everyday Speech: Prosody and Discourse Analysis*. Oxford: Oxford UP.

GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

LINGUISTICS STUDENT ADVISING

For any questions regarding the linguistics major or minor, the organization of your program, or the selection of courses, you can see the linguistics **under/graduate advisor/coordinator**:

Dr. Robert Murray	SS 824	403-220-8109	ling_undergrad@ucalgary.ca
Dr. Steve Winters	SS 814	403-220-7230	ling_undergrad@ucalgary.ca
Dr. Suzanne Curtin	SS 842	403-220-3927	linggrad@ucalgary.ca

FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION

For questions about interdisciplinary programs, to see an Associate Dean, to inquire about COOP, or for general information, please visit the new Faculty of Arts Program Information Centre located in Social Science, Room 110. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit us at the 4th Floor of MacEwan Student Centre.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit us in the MacKimmie Library Block.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit: <http://www.ucalgary.ca/secretariat/privacy>
Or contact Jo-Anne Munn Gafuik at (403) 220-3602 or by email: munngafu@ucalgary.ca

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
2. parts of the work are taken from another source without reference to the original author,
3. the whole work (e.g. an essay) is copied from another source, and/or

4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are encouraged to work together in preparing homework assignments. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include; failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar. These can be found at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

EMERGENCY EVACUATION / ASSEMBLY POINTS

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements.

Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the Emergency Assembly Points listed here:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

And the Emergency Instructions listed here: <http://www.ucalgary.ca/emergencyplan/node/28>

SAFE WALK INFORMATION

Twenty four hours a day and seven days a week Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors.

Requesting Safewalk volunteers to walk with you is easy!

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information call the Safewalk office at 403-220-4750 or email safewalk@ucalgary.ca.

STUDENT REPRESENTATIVE INFORMATION

The Students' Union in partnership with the University of Calgary and the Graduate Students' Association (GSA) offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the university with the Office of the Student Ombuds.

Students in undergraduate programs, please contact the Student's Union:

<http://www.su.ucalgary.ca/home/contact.html>

Students in graduate programs, please contact the GSA: <http://www.ucalgary.ca/gsa/>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>