1 Overview
Eliot 419 Tuesdays, Thursdays 13:10 – 14:30

In this course, we will explore how languages use pitch to encode meaning. It is estimated that more than 2/3rds of the world’s languages use Tone – the systematic use of pitch to contrast lexical items. Intonation occurs at the level of the phrase rather than word and is used by (possibly all) languages to signal pragmatic and sentence-level meanings. The course is built of three major components:

(1) The **physiology and phonetics of pitch** and other suprasegmental properties that interact and collectively signal tone and intonation.

(2) The **phonology of tone**, including a survey of the tonal systems employed in African, Asian, and American languages.

(3) The **phonology of intonation**, with a focus on describing and annotating English intonation and the interaction of prosody with syntactic structure, focus and pragmatics.

Students will learn to annotate, quantify and analyze suprasegmental properties of speech (as in the diagrams below), and subsequently conduct a research project on a topic of their choice. We will start from scratch with each of these topics such that students who have not taken Phonetics or Phonology will be at no disadvantage. At the same time, students who have taken Phonetics and/or Phonology, will encounter almost entirely new course material.

2 Course Requirements

2.1 Prerequisites
LING 211 INTRODUCTION TO LINGUISTIC ANALYSIS (or equivalent)

2.2 Textbooks, Required Readings
There are no required textbooks. Most readings will be articles available through the library’s electronic reserves or shared on Moodle individually. The following three books will be used repeatedly. Their purchase is recommended, but not necessary.


2.3 Participation and Discussion
Is a very good idea.
2.4 Assignments

The course is designed to culminate with paper summarizing a semester-long research project on a tone system or intonational pattern (details below) of your choice. In addition to the project, there will be three problem sets and two short papers reviewing an article from the course reading list.

There will be no exam.

2.4.1 Critical Reviews

For two articles, write a short response paper summarizing and critiquing that work. You are welcome to review an article not on the reading list - but please check with me first. The response papers will be due on the final day of classes.

The response paper should be no longer than two pages - thus the challenge is to be succinct and hone in on the major arguments presented in the article you’ve chosen to review. Guidelines as to the format and structure will be provided separately.

2.4.2 Research Project, Presentation and Paper

In the first month, students will select a research topic. Each student will conduct laboratory research on a phonological topic of her choice. The project may be an extension of one of the lab assignments, or it may be a separate laboratory phonological topic. Students will turn in a final paper and present their findings in a short conference-style talk during finals week.

2.5 Grade Composition

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<thead>
<tr>
<th>Requirement</th>
<th>% of Grade</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Problem Sets</td>
<td>25%</td>
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<td>Critical Reviews</td>
<td>25%</td>
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<tr>
<td>Project</td>
<td>30%</td>
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3 Honor Principle and other policies/notes

All Reed students must abide by the Honor Principle. Plagiarism, cheating, or any form of academic dishonesty will not be tolerated and will be reported immediately.

Collaborating Other than the final project, your submitted work must be your own. You are however encouraged to work together on your transcription skills and discuss any part of any assignment with me or your classmates.

Late and missed work If you foresee a problem turning in an assignment on time, contact me at least 24 hours in advance and we can work out a reasonable solution. Otherwise, late work will receive a considerably diminished grade if received before the next class session. If later than that, I will happily provide feedback but no grade will be assigned.

Moodle will be used extensively for distribution of readings and other course materials.
4 Schedule

An ambitious list of readings which we will cull accordingly as the semester progresses.
Readings marked with an initial * are optional and will be made available on the Moodle page.

<table>
<thead>
<tr>
<th>I. Physiology of Pitch, Phonation</th>
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<tbody>
<tr>
<td>Dates: 1/26 - 2/4</td>
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<tr>
<td>How is pitch produced physically? How does the physiology of pitch relate to the production of other concomittant suprasegmental qualities?</td>
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<th>II. Phonetics of Tone Systems</th>
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<td>2/9 - 3/3</td>
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<tr>
<td>How can we measure the laryngeal articulations that yield pitch and phonation contrasts?</td>
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<tr>
<td>Week One</td>
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<tr>
<td>• Pike, K. 1948. “Types of Tone Languages”. Ch. 1 in <em>Tone Languages</em>, 3-17.</td>
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## II. Phonetics of Tone Systems (continued)

### Week Two


### Week Three


### Week Four

III. Tonal Phonology


What are the possible patterns of lexical pitch contrast? What are the possible tonal rules? How should they be represented?

**Week One**


**Week Two**


**Week Three**

What are the possible patterns of phrasal pitch contrast? How do languages differ in the use of intonation? How should intonational contrasts be represented? Do tone and intonation interact?

**Week One**


**Week Two**


**Week Three**


**Week Four**