

**LINGUISTICS** advantages and disadvantages of different typological processes and linguistic data. Study typological patterns. Student (poster) and final paper steps in a research project: literature review, data Starting point:

## **POLICIES AND REGULATIONS**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

### **Students who are in emotional/mental distress should refer to**

Mental Health@Western <http://www.uwo.ca/uwoom/mentalhealth/> for a complete list of options about how to obtain help.

### **Accessible Education Western (AEW)**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

### **Provisional Calendar:**

|               |  |  |
|---------------|--|--|
| <b>Week 0</b> | <b>Pursuit of Theory</b>                                       |  |
| <b>Week 1</b> | <b>Markedness in Phonology</b>                                 | S4.2week 4   |
|               | Chomsky & Halle (1968) (SPE)                                   |  |
| <b>Week 2</b> | <b>Derivation &amp; Levels of Representation</b>               |  |
| <b>Week 3</b> | <b>Tone</b>  |  |
| <b>Week 4</b> | <b>Interaction of Tone, Sonority, &amp; Prosodic Structure</b> |  |
| <b>Week 5</b> | <b>Segmental Features</b>                                      |  |
|               | Clements (1985)  |  |
|               | Goldsmith (1976)   | Segment Segmental on (t)3 (e)4 (en)-8 (t)-1 (a)-MCLad(S)-8 (eg)-uT |