

Winter term, January-April 2024. Wednesday, 11:30-14:30, UC 2120.

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Description: A range of readings are used to examine different aspects of segmental phonology, comparing and contrasting more recent frameworks with earlier theories. The emphasis is on the advantages and disadvantages of different approaches in accounting for linguistic data. Students explore a range of datasets from various languages to illustrate phonological processes and cross-linguistic typological patterns. Students complete a number of steps in a research project: literature review, data analysis, abstract, presentation (poster), and final paper.

Starting point:

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

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

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.

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Chomsky & Halle (1968) (SPE)

Clements (1985)

Goldsmith (1976)

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