

LING 210 – Phonetic Theory
Spring 2014

TuTh 11:00a-12:30p
104 Dwinelle

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office hours: Th 2:00p-4:00p,
or by appointment

Units: 3

Prerequisite(s): LING 110; graduate standing or instructor's consent

Course Description: A reading course focusing on theories of speech production, perception, and acoustics as they relate to phonetic and phonological patterns found in the languages of the world. Students write 4-5 “responses” to target articles, and the class as a whole reads background articles and books that place the target articles into their context.

Course Requirements: Each student taking the course for credit is required to fulfill the following requirements.

- Complete readings and consider content in relation to study questions.
- Active participation in discussions.
- Primary leadership of two classes (not necessarily consecutive). This involves thorough reading of the articles assigned for the week, preparation and dissemination of a handful of study questions (roughly 3-5) to focus our discussions of these papers, and .
- A short critical review (up to 4 pages) of each target paper, due the day of discussion for the target paper.
- A term paper which may be either ...
 - ... a prospectus for an experimental study related to (at least) one topic covered in the course, or ...
 - ... a write-up of a portion of a project already underway.¹ Examples: a draft dissertation chapter, a draft qualifying paper.
- Participation in a group pilot study on articulatory realizations of -t/-d deletion in the speech of young Californians.

¹Note: this option requires instructor approval.

Class outline

Week 1 (Jan 21, 23): Introduction

Background and overview of current issues in phonetic theory, review course goals and distribute responsibilities, identify participants' research interests

Weeks 2-4 (Jan 28 - Feb 13): Articulation and sound change (Leaders Matt and Sarah)

What is the role of articulation in sound change?

Lawson, E., Scobbie, J. M., and Stuart-Smith, J. (2013). Bunched /r/ promotes vowel merger to schwar: An ultrasound tongue imaging study of Scottish sociophonetic variation.

Weeks 5-7 (Feb 18 - Mar 4): Speaker accommodation/convergence (Leaders Auburn and Jevon)

To what extent do speakers converge or diverge from one another in conversational speech? What causes speakers to converge or diverge?

Babel, M., McAuliffe, M. and Haber G. (2013). Can mergers-in-progress be unmerged in speech accommodation?

Weeks 7-9 (Mar 6 - Mar 18): Socially-weighted speech production and perception (Leaders Auburn and Shinae)

What aspects of variability in speech production and perception may be attributed to talkers' and listeners' access to socially-weighted information, such as perceived gender and race?

Sumner, M., Kim, S., King, E., & McGowan, K. B. (2014). The socially-weighted encoding of spoken words: A dual-route approach to speech perception.

Week 9 (Mar 20): Ultrasound speech research methodology

Week 10 (Mar 25, 27): Spring Break!

Weeks 11-12 (Apr 1 - Apr 10): Intermission – group experiment

When speakers “delete” coda /t,d/ in fast / casual speech, what is the nature of this deletion? In particular, are there (potentially quasi-)covert articulations that remain? If so, do these covert articulations influence the acoustic signal, and are they modulated further by, e.g. speech speed or surrounding phonetic contexts? Other questions as they arise....

Weeks 13-15 (Apr 15 - May 1): Perception of coarticulation (Leaders Sarah and Shinae)

Everyone coarticulates. How good are we at using coarticulatory information? How good are we at decoding speech without coarticulatory information?

Beddor, P. S., McGowan, K., Boland, J., Coetzee, A. W. (2013). The time course of perception of coarticulation.

May 8: Office hours as usual, no class

May 12: Term papers due