

Linguistics 632
Fall 2020

Linguistics 632: Seminar in Phonetics

Dynamical models of prosody II

[Louis Goldstein](mailto:louisgol@usc.edu)
louisgol@usc.edu

Th 2-4:20

[Zoom Link](#)

Plan

We will continue our exploration of dynamical models of prosody, with special focus on the interaction of lexical tones, boundary tones and lengthening in African languages. We will work at two levels: (a) developing a typology of these interactions and modeling them with a variety of possible dynamical systems, and (b) implementing dynamical models of particular languages in TaDA so output can be compared to audio recordings.

Book

Downing, Laura J.; Rialland, Annie (2016). *Intonation in African Tone Languages*. doi: 10.1515/9783110503524. ISBN 9783110503524.

Required Work

- Reading
- Responsibility for presenting two articles
- Responsibility for developing models of two different languages within TaDA.

Materials

Notes, reading assignments etc. are available here:
<https://sail.usc.edu/~lgoldste/ArtPhon/>

Course Outline

I. Incorporating previously developed models Into TaDA

Week 1 (19 Aug): Summary of last semester; TaDA Tutorial; Adding tones to coupling graphs

Week 2 (26 Aug): Incorporating downtrend models: Mambila

Liberman Mark & Janet Pierrehumbert (1984) Intonational invariance under changes in pitch range and length. In M. Aronoff, & R. T. Oehrle (eds.), *Language and sound structure*, 157–233. Cambridge (MA, USA): MIT Press.

Week 3 (2 Sept): Incorporating Floating Tones and downstep models: Kɔ̀nni, Yoruba

[Laniran, Yetunde O. & George N. Clements. \(2003\). Downstep and high raising: interacting factors in Yoruba tone production. *Journal of Phonetics* 31. 203–250.](#)

Week 4 (9 Sept): Incorporating Boundary Tone dynamics: : Embosi, Chichewa

[Myers Scott. \(1996\). Boundary tones and the phonetic implementation of tone in Chichewa. *Studies in African Linguistics* 25, 29–60.](#)

II. Modeling other types of prosody-tone interactions

Week 5 (16 Sept): Dynamical models of the interaction of Accentual Phrase tones and lexical tones in Seoul Korean (Cynthia Lee)

Week 6 (23 Sept): Coordination of Tone and supralaryngeal reduction in Igbo

[Zsiga, E. \(2020\). Tonal Timing in Articulatory Phonology: Evidence from Igbo Vowel Reduction \(Labphon slides\).](#)

III. Interaction of Boundary Tones and Lengthening

Week 7 (30 Sept) Embosi Review and corpus plans

[Rialland, A., Aborobongui, M., Adda-Decker, M. & Lamel, L. \(2015\). Dropping of the Class-Prefix Consonant, Vowel Elision and Automatic Phonological Mining in Embosi \(Bantu C 25\). In Ruth Kramer, Elizabeth C. Zsiga, and One Tlale Boyer \(eds\). *Selected Proceedings of the 44th Annual Conference on African Linguistics*. pp.221-230. Cascadilla Proceedings Project, Somerville, MA, USA](#)

[Patin, C. \(201?\). Tons Embosi: Phonétique, Phonologie & Intonation. \(Slides\).](#)

[Rialland, A. & Aborobongui, M. \(2018\). How intonations interact with tones in Embosi \(Bantu C25\), a two-tone language without downdrift. In Downing & Rialland \(Eds\).](#)

Week 8 (7 Oct) Return to Chichewa

Weeks 9-10 Embosi

Weeks 11-13 Shekgalagari

The virtual classroom: netiquette

Although we are not in a physical classroom, we need to still treat the virtual environment with respect as a learning environment.

- It is required that your laptop/tablet's webcam and audio be operational. A phone is not an adequate device for class purposes.
- Just as visual and hearing communication is important to learning in an in-person classroom, it is important in a virtual classroom. Please have your webcam turned on ("Start Video") unless confronted with unavoidable personal or technical limitations. Please mute audio when you are only listening. Your full name should be displayed.
- You are not permitted to give the class's Zoom meeting link or password to anyone not enrolled in the class. You are expected to login with your USC address/zoom account through USC's SSO (single sign on).
- You should understand that USC records class meetings. This will allow students in Asia to attend asynchronously if they need, or will be provided for unanticipated emergencies. The provost states that "students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone...within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm."

The provost reminds "students of their responsibilities towards the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>)...[students] are not permitted to create their own class recordings without the instructor's permission. Violations of these policies will be met with the appropriate disciplinary sanction.

Try to keep external distractions to a minimum. It is important to be cognizant of the following in our learning environment:

- Do your best to find a quiet, well-lit space prior to logging onto the live session. The setting should be an environment conducive to learning.
- Proper classroom attire is expected. (If you wouldn't wear it in an in-person classroom, please don't wear it in our virtual classroom.) Ditto for behavior.
- Please sit up at your table or desk, just as you would in a physical classroom. Your face should be in the camera frame.
- Please minimize distractions, both for your own learning and for others in the virtual classroom. Some visual and audio distractions that are best avoided during class time are: children, pets, TV, music, media, phones, and people moving in the background. If such a situation arises, simply briefly mute your video and audio.
- Public spaces are not conducive to learning in the virtual classroom. You should be in a place where you can hear and see the instructor and other classmates without distractions, and they can likewise hear and see you without distractions.

Students should attend class in a timely manner and remain until the class session is over. Although virtual, the Zoom meeting is a classroom and should be respected as such, in compliance with the USC Student Conduct Code.

*Netiquette here was adapted by Dani Byrd from Professor Christa Bancroft and from the Virtual Academic Center in the USC Suzanne Dworak-Peck School of Social Work

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 / Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity / Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/ notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.