Assignment: Annotated bibliography of at least 6 articles, books, book chapters, or dissertations on the phonology of the language you will be writing a phonology problem about.

Due date: Friday Feb. 19, 2016

For this assignment, you must write an annotated bibliography for at least 6 sources related to the phonology of your chosen language. Choose 6 or more published journal articles, books, sections of books that deal with phonology, dissertations, or sections of dissertations to annotate. You may also annotate an encyclopedia article but it does not count toward the 6 – it does count as doing extra though. If there is a whole book or dissertation (or more than one) on the phonology of your language, and you skim and summarize the whole thing, each book counts as 3 sources. However, a book on the language as a whole, which only has a section or chapter on the phonology, counts as one source. Two-person groups should meet the 6-source minimum, but are not expected to do more than that. Three-person groups should consider 6 to be the bare minimum.

Note: there are two or three groups working on Japanese and on Korean. If your group gets ahold of the library’s only copy of a useful modern book, please let the other groups know so you can share it and also order second copies from other libraries in the Summit group for later use.

For each source, you must:

1) provide a full bibliographic citation (which style you use does not matter – just be consistent across your sources)
2) tell how you located the source (LLBA, MLA, ProQuest dissertations, Google Scholar, mentioned in other source you read, recommended by Prof. Kaisse, etc. Please don’t say ‘found on the web’.)
3) Identify the type of source (peer-reviewed article, unreviewed conference paper, dissertation chapter, etc.)
4) provide a brief description summarizing the reading, identifying its focus, the topics it covers, any major conclusions or findings, etc.
5) provide a brief evaluation of the reading, discussing your thoughts on how valuable it is in terms of providing a goodly amount of data, insight into a particular phonological process, an overview of several or all the phonological processes of the language, how technical it is (can it be of use to someone who has studied phonology for only a few weeks?), how readable and comprehensible it is, etc. This will serve as a guide for how much to return to it when constructing your phonology problem/solution.

Note that the purpose of an annotated bibliography is not simply to summarize, but to inform the reader of the relevance, accuracy, and quality of the sources cited. In this case, it is also for flagging material that everyone in your group should read carefully, either for general understanding of what is going on in the language, or for mining to create a problem and a solution.

Questions you may find it helpful to address: What kind of reading is it? Is it an academic article? Is it peer reviewed? Is it a general piece with a broad overview or a study with a narrow focus? Which areas of the phonology does it contribute to? Is it an overview, describing earlier work, or does it present original research? If the latter, what are the basic findings? Was
the writing clear or complex, light or dense, interesting or dull? Was the information fundamental or tangential to the goal of creating a phonology problem? What did you take away from it?

Each annotation should not be more than about 200-250 words in length (i.e., less than one double-spaced page). Books can go up to about 500 words if they really have a lot in them.

Sharing the work: Everyone should take the lead for at least two of the articles. (Three articles in 2-person groups.) This doesn’t mean that the other people don’t read them as well. But that reading can be more of a skim, waiting for your partner(s) to evaluate the article so you know how carefully you need to read it before you write your phonology problem together. For each source, the primary writing should be done by one person – unless it is a whole book on the phonology, in which case you can divide it up into three sections, each person taking 1/3 of the book. (1/2 for 2-person groups.) Everyone is responsible for reviewing, editing and improving the entries of their partners, helping them with difficult sections in the articles, etc. I will give you self- and partner-evaluations to check how much of the load each person in the group has been shouldering and will adjust your individual grades if someone isn’t doing their share or is doing more than their share. (This will also apply to the writing of the phonology problem at the end of the quarter.)