Fabb and Halle (2008)

A. Overview

(1) Outline:
   a. Why should a linguist look at meter;
   b. scansion: intuitive vs. performed vs. formal;
   c. typology of meter;
   d. Idsardi (1992);
   e. Fabb and Halle (2008)

B. Typology

(2) Éver let the Fâncy róam,
    Pléasure néver is at hóme;
    At a tóuch swéet pléasure mèlteth,
    Like to bûbbles when rûin pèlteth;
    John Keats, ‘Fancy’

(3) For the Angel of Déath spréad his wings on the blást,
    And breathed in the face of the fôe as he pàssed;
    And the eyes of the sléeppers wàxed deadly and chill,
    And their hearts but once heaved, and Foréver grèw stîll.
    Lord Byron, ‘The Desctruction of Sennacherib’

(4) Túrning and tûrning in the wîdening gyûre
    The fâlcôn cannot héar the fâlcôner;
    Thîngs fàll apàrt; the cèntre cannot hóld;
    Mèré ânarchy is lôosed upon the wîrld,
    William Butler Yeats, ‘The Second Coming’
The modest Rose puts forth a thorn;
The humble Sheep, a threatening horn;
While the Lilly white, shall in love delight,
Nor a thorn nor a threat stain her beauty bright.

William Blake, ‘The Lilly’

I come from the mountains, Kentucky’s my home
Where the wild deer and black bear so lately did roam
By the cool rushing waterfall the wildflowers dream
And through every green valley, there runs a clear stream
Now there’s scenes of destruction on every hand
And only black waters run down through my land

Sad scenes of destruction on every hand
Black waters, black waters, run down through my land

Jean Ritchie, cover by Laurie Lewis, ‘Black Waters’

Apparent parameters:
- a. binary/ternary;
- b. number of beats/feet;
- c. left-headed/right-headed;
- d. strict/loose

C. Idsardi (1992)

Koya
- a. Primary stress on initial syllable. Secondary stress on closed syllables, and syllables with long vowels.
- b. Selkup Stress right-most long vowel, otherwise the initial syllable.
- c. Khalkha Mongolian Stress left-most long vowel, otherwise the initial syllable.
- d. Weri Stress falls on all odd-numbered syllables counting from the end of the word. Main stress is on the last syllable.
- e. Warao Stress falls on even-numbered syllables counting from the end of the word. Main stress is on the penultimate syllable.

Koya:
- a. Project a line 0 element for each syllable head
- b. Project the left boundary of [VX] syllables onto line 0
- c. Place a left boundary to the left of the left-most element on line 0
- d. Project the leftmost element of each line 0 constituent
- e. Place a left boundary to the left of the left-most element on line 1
- f. Project the leftmost element of each line 1 constituent
(10) \[ [cv] \ [cv] \ [cvx] \ [cv] \ [cv] \ [cvx] \ [cv] \ [cv] \]

(11) **Warao:**
   a. Insert a left parenthesis every two syllables from the right edge on line 0
   b. Place a right boundary to the right of the right-most element on line 0
   c. Project the leftmost element of each line 0 constituent
   d. Place a right boundary to the right of the right-most element on line 1
   e. Project the rightmost element of each line 1 constituent

   \[ \times \\]
   \[ ( \times \ \times \ \times \ \times ) \]
   \[ (\times (\times(\times(\times(\times)\times)\times)\times)\times)\]

(12) yapurokintaneke

(13) **Werian:**
   a. Insert a left parenthesis every two syllables from the right edge on line 0
   b. Place a left boundary to the left of the left-most element on line 0
   c. Project the rightmost element of each line 0 constituent
   d. Place a right boundary to the right of the right-most element on line 1
   e. Project the rightmost element of each line 1 constituent

   \[ \times \\]
   \[ (\times(\times(\times(\times)\times)\times)\times)\]

(14) akunetepal

(15) **Selkup:**
   a. Project a line 0 element for each syllable head
   b. Project the left boundary of [VX] syllables onto line 0
   c. Place a left boundary to the left of the left-most element on line 0
   d. Project the leftmost element of each line 0 constituent
   e. Place a right boundary to the right of the right-most element on line 1
   f. Project the rightmost element of each line 1 constituent
Khalkha:

a. Project a line 0 element for each syllable head
b. Project the left boundary of [VX] syllables onto line 0
c. Place a right boundary to the right of the right-most element on line 0
d. Project the leftmost element of each line 0 constituent
e. Place a left boundary to the left of the left-most element on line 1
f. Project the leftmost element of each line 1 constituent

D. Fabb and Halle (2008)

Idsardi characterizes his system as a parametric one, but Fabb and Halle focus on the rule component.

Grid functions:

a. length of line
b. patterns of prominence(?) in the line
c. word and phrase boundaries?
d. alliteration and rhyme?

Format of iterative rules:

a. Insertion starts either just at the edge of the Gridline, or one asterisk in, or two asterisks in.
b. Edge of the sequence (Left (L) / Right (R)) at which insertion begins.
c. Nature of parenthesis inserted (L/R).
d. Interval between consecutive insertions (2/3 asterisks).
e. Location of head in each group (L/R).

Stress conditions:

a. stresses must align with gridline 1 marks;
b. project gridline 1 marks from stresses
(23) What is a stress?
   a. a stress marked in the dictionary;
   b. a \textit{lexical} stress;
   c. a stress in a polysyllabic word;
   d. a stress with no adjacent stresses;
   e. a stress in performance;
   f. . . .

(24) Other bits of the theory:
   a. incompleteness;
   b. ungroupedness;
   c. grid element movement/deletion

(25) Secret activities. . .

(26) What does this theory predict?

E. References
