

Summer 2018

## Linguistics 323, Morphology

Tuesday, Thursday 2:30-5:20, WMC 3220

### Contact information

Instructor: Dr. John D. Alderete  
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Office hours: Tuesday 12-1pm  
Prerequisite: Ling 221 and Ling 222

### Course description

This course will establish foundations in morphological analysis, providing descriptive and analytical techniques for understanding the internal structure of words. These foundations will be used to solve problems in typologically different morphological systems and assess theoretical constructs in linguistics, including morpheme-based morphology, word-based morphology, inflection versus derivation, and concatenative versus nonconcatenative morphological processes.

### Course goals

- Morphology: to establish the theoretical and descriptive background described above
- Problem solving: to hone skills in organizing linguistic data and finding patterns, as well as applying the analytical techniques of morphology to this data
- Linguistic argumentation: to develop skills in arguing for one analysis over another, or the advancement of one scientific hypothesis over others
- Cogent written expression: to develop scientific writing skills for linguistic analysis, including clear characterizations of linguistic descriptions, hypotheses, and arguments

### Textbook and supplemental materials

Martin Haspelmath and Andrea D. Sims. 2010 (2<sup>nd</sup> edition). *Understanding morphology*. London: Hodder Education.

Carlson, Barry. 1990. Compounding and lexical affixation in Spokane. *Anthropological Linguistics* 32: 69-82. (On Canvas)

Black, Deirdre. 1999. Chap. 3 'The morphological structures of Spokane Lexemes' from *The morphological and phonological structures of Spokane lexemes*. PhD dissertation. (On Canvas)

### Weighting of course assignments

- 2 Exams (July 12, July 26) 60%
- Homeworks (several, see below) 10% \*\* *Project Participation Opportunity*
- 2 Article summaries (due July 19, Aug. 2) 30% \*\* *Project Participation Opportunity*

## Course policies and expectations

1. Attendance and participation: students are expected to attend all classes and actively participate. This involves arriving to class on time, being engaged in lectures, and taking careful notes. Active listening is key to participating and is demonstrated by asking pertinent questions and incorporating discussion points in written assignments. Asking clarification questions and participating actively in small group discussions is another way to participate.

2. Readings and lecture notes: Students are expected to have read all assigned readings before class. Lecture notes based on the reading and the class lecture will also be provided as an aid to understanding the textbook and readings. The lecture notes are just a skeletal treatment of the lecture, however, and are not a substitute for the class lecture or the reading. Because many students will be learning about a new field of study in this class, some of the materials and concepts may seem fairly complex. In such cases, students should read assigned readings and go over the lecture notes multiple times. Students are expected to bring the assigned textbook to all class sessions and assigned readings on the days that they are discussed.

4. Exams: There are no make-up exams. If you have to miss an exam because of medical reasons, you are required to contact me prior to the exam via email. By the following week, I will need a Certificate of Illness from your regular medical doctor specifying the date of your absence, the reason, and justification for missing the exam. I will call the doctor to confirm the note. You must use the Certificate of Illness form from the Student Services Forms site to document your illness and it must be signed by your regular doctor. Following departmental policy, make-ups for exams will not be given. If you have a Certificate of Illness for the date of one of the exams, the weight of that exam will be added to the weight of the other exams. Unexcused absence from an exam will result in a grade of 0 for it. Further, under no circumstances will students be allowed to write exams early. If you have travel or work plans during the semester, you are responsible for ensuring that they do not conflict with the examination schedule.

5. Academic dishonesty: Academic dishonesty in all forms violates the basic principles of integrity and thus impedes learning. More specifically, academic dishonesty is a form of misconduct that is subject to disciplinary action and includes the following: cheating, fabrication, fraud, facilitating academic dishonesty, and plagiarism. For more information on academic honesty and student conduct, please visit the following website:

<http://www.sfu.ca/linguistics/undergraduate/student-resources/department-standards.html>

If a student is found guilty of plagiarism or any other form of academic dishonesty on a class paper, an assignment, or an exam, an academic dishonesty report will be written for that student. This report is filed in the department. The student receives a grade of zero for the paper, assignment, or exam. If more than one academic dishonesty report has been filed for a student, the case can be presented to the University Board on Student Discipline.

6. Email: I enjoy getting thoughtful questions over email, so students are encouraged to submit questions and comments to me via e-mail. Because of the large number of e-mail messages that I receive, however, it may be a couple of days before I am able to reply to your message. As a courtesy, please: proof-read your email, provide an informative subject header containing the course number and important keywords, and obey the rules of polite email exchanges.

7. Research Participation System (RPS): This system provides students with the opportunity to see how linguistic research is conducted, and it can enhance your understanding of course themes. For that reason, students can be rewarded for participating in experiments in the following way. There are two kinds of rewards from the RPS system: making up for missed homeworks, and, if all homeworks are submitted on time, a boost to an article summary grade. Here are the details: students can participate in two RPS studies, and each of these can change a 0% on a missed homework to a 100%. If all the homeworks have a 100% grade, then the student may do an (additional) RPS study for a 5% boost to one of the article summary grades, e.g., a 85% → 90%. Some RPS studies are longer than others and give a different number of 'points', but for this class, those points do not matter, only the number of studies. The administrators of the RPS study keep track of your participation and send me the details at the end of the semester, so you do not need to provide the instructor with this information. For more on the RPS and contact information on the studies, go to:

[https://www.sfu.ca/linguistics/research/research\\_participation\\_system.html](https://www.sfu.ca/linguistics/research/research_participation_system.html)

## **Coursework**

### Homework assignments

- Homeworks are focused problems designed to develop skills in the content areas of the class. The student is obliged to download each homework from the course website, print out and solve the problems, and upload the completed assignment on Canvas
- Homeworks are graded on the basis of completion. That is, if a reasonable attempt is made to address all of the questions, then the assignment gets full marks, or 100%. (But answers must fully address the question; avoid “Yes” or “No” answers). If the homework is not completed by the due date and time, and submitted on Canvas, then they receive 0%.
- In general, homeworks are due the day before we discuss them in class, by midnight. For example, if Homework 1 is due on June 27, it is due on that day by midnight. We then discuss the answers in class on the 28<sup>th</sup>. The Schedule shows all the homework due dates.
- Homeworks are extremely useful for test preparation because homeworks are literally old exams. If you can master the homework problems, you will probably do well on the exams.

### Exams: see Schedule for due dates

- There will be two in-class exams. All exams will be closed-book and will include essay questions and analysis of linguistic data, though portions of the data may be made available in advance.
- The exams will be evaluated based on the correctness of your answers/analysis and coherence of your argumentation in proper English. Prior to each exam, formats will be explained and a review provided.
- See course expectations above on the departmental policy on missing exams.
- Note: There will be NO final exam

### Article summaries: see Schedule for due dates

- One assignment will involve summarizing a linguistics article, given above. It will involve reading the article carefully to fully understand the argument, creating an outline, and writing a cogent summary of the main points.
- Students may discuss the article together, but may not submit an article as a group. Instead, each student must write an original summary and do so independently.
- See the guidelines for writing analytical summaries and the model summary on the website to get a sense of how to do this assignment.
- Please print out the summaries and bring them to class the day they are due. We need a hard copy to mark them.
- See RPS paragraph above to understand how doing an experiment can boost your grade.

### **Tips for success**

In general, students who do well in this course follow these principles:

- Attend all classes.
- Use principles of active learning when doing problem sets
- Review class notes regularly (i.e., before and after each class).
- Do all assignments and exercises on time.
- Ask questions in class or during office hours.
- Maintain a positive attitude.

## Course schedule

The schedule below (available with weblinks from my Teaching page) gives the approximate dates for the lectures, and the days when you are expected to have completed the assigned reading. The numbers UM X.X refer to the chapter sections of the textbook, *Understanding Morphology*. The schedule may change as needed. Important dates and assignments are in bold.

June 26, Course introduction, Toolbox – Morpheme-based Morphology[lec01]  
Reading: skim UM 1, read UM 2.0 to 2.2

June 27, **Homework 1 due (Tzutujil Verbs)**  
June 28, Toolbox – Concatenative/Nonconcatenative Morphology[lec02]  
Reading: UM 3.1

July 2, **Homework 2 due (Mokilese Reduplication)**  
July 3, Toolbox – Allomorphy[lec03]  
Reading: UM 2.3

July 4, **Homework 3 due (Efik Verbs)**  
July 5, Trees – Word Syntax[lec04], Trees – Applications[lec05]  
Reading: UM 3.2.1, UM 7

July 9, **Homework 4 due (English Denominal Adjectives)**  
July 10, Trees – Productivity and Restrictions[lec06]  
Reading: UM 6

**July 12, Exam 1** (first 1 hour and 40 mins of class), Trees – Compounds vs. Phrases[lec07]  
Reading (can be done after exam): Reading: UM 9.1-9.2

July 16, **Homework 5 due (Tagalog Verb Forms)**  
July 17, Schemas – Inflection[lec08], Schemas – The theory[lec09]  
Reading: UM 5.1, UM 3.2.2

July 19, **Due: article summary of Carlson 1990** (on Canvas), Schemas – Inflection classes[lec10]  
Reading: UM 8.1-8.2

July 23, **Homework 6 due (Loma Verb Paradigms)**  
July 24, Schemas – Inheritance hierarchies[lec11], Schemas – Syncretism[lec12]  
Reading: UM 8.3-8.4, UM 8.6

**July 26, Exam 2** (first 1 hour and 40 mins of class), Schemas – Inflection vs Derivation[lec13]  
Reading (can be done after exam): UM 5.2 – 5.5

July 30, **Homework 7 due (Koasati Verb Classes)**,  
July 31, Clitics vs. affixes [lec14]  
Reading: UM 9.2-9.3

Aug. 2, **Article summary of Black 1999 due** (on Canvas), Discussion of Black and Salish morphological structures in general.