

Summer 2012

Linguistics 323, Morphology

Tuesday 2:30-4:20, Thursday 2:30-3:20, AQ 5008

Contact information

Instructor: Dr. John D. Alderete
Office: 8315 Robert C. Brown Building
Email: alderete@sfu.ca
Office hours: Monday and Tuesday, 1-2pm
Prerequisite: Ling 221 and Ling 222
Website: www.johnalderete.com, click on 'Teaching'

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. Finally, the cognitive underpinnings of these constructs will be explored.

Course goals

- Morphology: to establish 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 eJournal articles

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

Go to the Electronic journals section of the www.lib.sfu.ca website:

- Harris, Alice C. and Arthur G. Samuel. 2011. Perception of exuberant exponence in Batsbi: Functional or incidental? *Language* 87, pp. 447-469.
- D. Robert Ladd, Bert Remijsen, Caguor Adong Manyang. 2009. On the distinction between regular and irregular inflectional morphology: Evidence from Dinka. *Language* 85: 659-670.

Weighting of course assignments

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|--------------------------------------|-----|
| • Participation | 10% |
| • Quizzes (May 31, June 28, July 26) | 40% |
| • Homeworks (four) | 40% |
| • Article summary (due Aug. 12) | 10% |

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. Attendance will be taken in the first five minutes of random days and together with overall participation, it will be a factor in the grade (see course weightings).

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. Quizzes: If you have to miss a quiz because of illness, you are required to contact me prior to the quiz. You may notify me by e-mail or talk to me directly. When you return to class, I will need a note from your medical doctor specifying the date of your absence and the reason. I will call the doctor to confirm the note. Following departmental policy, make-ups for quizzes will not be given. If you have a doctor's note for the date of the quiz, the weight of that quiz will be added to the other quiz and to other assignments. Unexcused absence from a quiz will result in a grade of 0 for that quiz. Further, under no circumstances will students be allowed to write quizzes early. If you have travel plans or career responsibilities during the semester, you are responsible for ensuring that they do not conflict with the quiz 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 websites:

http://www.reg.sfu.ca/calendar/General_Regs.html#897900

<http://www.sfu.ca/policies/teaching/index.htm>

If a student is found guilty of plagiarism or any other form of academic dishonesty on a class paper, an assignment, or a quiz, 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 quiz. 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. Work in groups: Students are allowed to work in groups of up to four persons for completing the homework assignments, provided the following rules are adhered to. Students may not work in groups for the take-home essays. The members of a group must register with the instructor before the due date of the first assignment; this must be done in writing, either by email or by giving the instructor a written statement of the group members. If a member of a group wishes to change from one group to another, or a student wants to join a group, this action must also be documented in writing prior to submission of a new homework. The members of any given group cannot communicate with students outside of their group on any assignment. Each group member is responsible for the entire content of the written assignment, and therefore the grade given to a group will be recorded for each member.

7. 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.

Coursework

Homework assignments

- There will be several problem-solving homework assignments. They will include problems that require you to account for various morphological phenomena from different languages. They will have a written component, often asking for answers in the form of short paragraphs. This work will be evaluated based on the correctness and coherence of your analysis written in proper English.
- Homeworks must be submitted on the days that they are due. No late homeworks will be accepted. If you cannot submit a homework due to illness, the weight of the grade will fall on the remaining homeworks, provided advanced notice and proper documentation of illness is given (exactly as with the quiz policy).
- See above policy on working in groups.

Quizzes

- There will be three in-class quizzes. All quizzes 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 quizzes will be evaluated based on the correctness of your answers/analysis and coherence of your argumentation in proper English. Prior to each quiz, formats will be explained and a review provided.
- Because of the importance of writing in the course, the instructor will alert the student to any problems in language proficiency or writing that may be an obstacle to success in the class.
- See course expectations above on the departmental policy on missing quizzes.
- Note: There will be NO final exam

Article summary: Harris and Samuel 2011, due July 12

- 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.

Grades

The following table provides a rough estimate of grade breakdowns for the final grade. Due attention will be given to the verbal descriptions listed below. Note that there is no university-wide standard scale. An instructor adopts a grade scale appropriate to the level and content of the course.

97-100%	A+	85-88%	B+	73-76%	C+	57-64%	D
93-96%	A	81-84%	B	69-72%	C	< 56%	F
89-92%	A-	77-80%	B-	65-68%	C-		

A – extraordinary (A+) or excellent performance (A, A-): a thorough, critical, insightful understanding and application of concepts.

B – good performance: a thorough understanding and application of concepts.

C – satisfactory performance: some understanding and application of concepts, but also some inaccurate recall, recognition, or application of concepts.

D – minimally satisfactory performance: a very limited understanding and application of concepts; considerable inaccuracies in the recall, recognition, or application of concepts.

F – unsatisfactory performance (fail): insufficient understanding of concepts, incomplete assignments, and/or academic dishonesty.

Grade appeal. If a student wishes to contest the marking of an quiz or assignment, the instructor can agree to remark his/her entire quiz at the instructor's convenience and not in front of the student. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged, as stated in Policy T20.01, clause IV.2. The only reason a grade change will be made is if there is an arithmetic error or if it has been determined that the quiz deserves a lower grade or a higher grade after it has been remarked.

Tips for success

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

- Attend all classes.
- 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.
- Keep up with new material.
- Maintain a positive attitude.

Course schedule

The schedule below gives the approximate dates for the lectures, and the days when you are expected to have completed the assigned reading. The numbers refer to the sections of the textbook. The schedule may change as needed. Important dates and assignments are in bold. Homework assignments will be announced in class and over email.

Date	Lecture	Readings
May 8	Course intro, 1. Morpheme-based morphology	1, 2.1, 2.2
10	Lec 1. cont'd with examples	
15	2. Allomorphy, 3. Concatenative and nonconcatenative morphology	2.3, 3.1
17	Lec 3. cont'd with examples	
22	4. Word syntax, 5. Word schemas	3.2.1, 3.2.2
24	6. The lexicon, Homework 1 due	4
29	Problem-based learning and section review	
31	Quiz 1	
June 5	7. Inflection, 8. Inflection and derivation	5.1, 5.2
7	Lec 8 cont'd	5.3
12	9. Models of inflection and derivation, 10. Inflection classes	5.4, 5.5, 8.1
14	Lec 10 cont'd, Homework 2 due	8.2, 8.3
19	11. Inheritance hierarchies	8.4
21	Lec 11 cont'd, problem-based learning Homework 3 due	
26	12. Syncretism, section review	8.6
28	Quiz 2	
July 3	13. Restrictions	6
5	14. Word trees	7
10	Lec. 14 cont'd, 15. Clitics	9.2, 9.3
12	Lec 15. cont'd, Analytical summary of Harris et al. 2011 due	Harris et al.
17	16. Compounds vs. phrases	9.1
19	Lec 16. cont'd, Homework 4 due	
24	Problem-based learning and section review	
26	Quiz 3	
31	Discussion of Ladd et al. 2009	Ladd et al.
Aug. 2	17. Course review and prospectus for more advanced morphology	