

Summer 2017

Linguistics 323, Morphology

Tuesday 11:30-1:20, Thursday 11:30-12:20, WMC 3510

Contact information

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Office hours: Wednesday 1:30-2:30
Prerequisite: Ling 221 and Ling 222
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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 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 (2nd edition). *Understanding morphology*. London: Hodder Education.

McPherson, Laura. 2017. Multiple feature affixation in Seenku plural formation. *Morphology* 27: 217-252.

Asherov, Daniel and Outi Bat-El. 2016. Multiple defaults: feminine *-et* and *-a* in Hebrew present tense. *Morphology* 26: 399-423.

Weighting of course assignments

- 3 Mini-tests (June 1, June 29, July 27) 70%
- Homeworks (several, see below) 10%
- 2 Article summaries (due June 6, July 4) 20% ** *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: If you have to miss an exam because of illness, you are required to contact me prior to the exam. 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 exams will not be given. If you have a doctor's note for the date of the exam, 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 that exam. Further, under no circumstances will students be allowed to write exams early. If you have travel plans or career responsibilities during the semester, you are responsible for ensuring that they do not conflict with the exam 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. Project participation: students may receive 'bonus points' for participating in a sanctioned research projects in the Department of Linguistics (see link below for sanctioned projects). In particular, a student may enroll in a project one time, and upon completion, s/he will receive a 5% grade increase on one analytical summary grade. For example, if original grade = 80, then increased to 85%.

http://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 bring it to class on the day it is due.

- Homeworks are graded on a “check, plus, minus” system, i.e., “check” (85%) means that it is completed and all answers are addressed, “plus” (95%) = completed and answers are addressed with thoughtfulness and care, or “minus” (75%) = incomplete in some way; there are no late homework assignments, so a homework not turned in receives zero credit.
- 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

- There will be three 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.
- 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 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.
- See Project Participation 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.

May 9, Course introduction, Toolbox – Morpheme-based Morphology, Mandarin Compound Nouns

May 11, Toolbox – Morpheme-based Morphology cont’d, Hebrew Lexemes
Reading: skim UM 1, read UM 2.0 to 2.2

May 16, **Homework 1 due (Tzutujil Verbs)**, Toolbox – Concatenative/Nonconcatenative Morphology, Samoan Plurals

May 18, Toolbox – Concatenative and Non-concatenative Morphology cont’d, UM3 Problems
Reading: UM 3.1

May 23, **Homework 2 due (Mokilese Reduplication)**, Toolbox – Allomorphy

May 25, Toolbox – Allomorphy cont'd, Somali Plurals, Samoan Verbs, Berber Verb Paradigms
Reading: UM 2.3

May 30, **Homework 3 due (Efik Verbs)**, preparation for test 1

June 1, Mini-test 1 (entire 50 minutes of class)

June 6, **Due: article summary of McPherson 2017**, Trees – Word Syntax

June 8, Trees – Applications
Reading: UM 3.2.1, UM 7

June 13, **Homework 4 due (English Denominal Adjectives)**, Trees – Productivity and Restrictions
Reading: UM 6

June 15, Schemas – Inflection
Reading: UM 5.1

June 20, **Homework 5 due (Tagalog Verb Forms)**, Schemas – The theory
Reading: UM 3.2.2

June 22, Schemas – Inflection classes
Reading: UM 8.1-8.2

June 27, **Homework 6 due (French Verb Allomorphy)**, Schemas – Inflection classes cont'd

June 29, Mini-test 2 (entire 50 minutes of class)

July 4, **Due: article summary of Asherov and Bat-el 2016**, Schemas – Inheritance hierarchies

July 6, Old English Inflection classes, Russian Noun Inflection, Spanish Verbs
Reading: UM 8.3-8.4

July 11, **Homework 7 due (Loma Verb Paradigms)**, Schemas – Syncretism, Old Church Slavonic

July 13, Hungarian Allomorphy
Reading: UM 8.6

July 18, **Homework 8 due (Koasati Verb Classes)**, Diagnostics – Inflection vs Derivation

July 20, Diagnostics – Models of Derivation/Inflection
Reading: UM 5.2 – 5.5

July 25, Diagnostics – Compounds vs. Phrases
Reading: UM 9.1.9.2

July 27, Mini-test 3 (entire 50 minutes of class)

Aug. 1, Diagnostics – Clitics vs Affixes
Reading: UM 9.2-9.3

Aug. 3, Course wrap-up