

LING9640A: Morpholog

: Thursday 9:30-12:30
: UC2120
: <https://owl.uwo.ca/portal>
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: TBD

Description

Morphology is the study of the internal structure of words, of the processes by which words are created, and of the relation of words and word-parts to meanings and to syntax. This course will survey some of the important phenomena which have been noted in the course of recent morphological research and the major approaches which have been proposed to deal with them. Where possible readings will be taken from the primary linguistic literature focussing on key articles and monographs. We will be exploring a shift from a lexicon-based to a syntax-based theory of morphology, but in order to do this, we will (i) develop a common vocabulary to discuss morphological structure, and (ii) explore ways that theoretical constructs can be used to represent morphological structures. The overall take home message should be that all theories are works in progress and closely tied to the datasets that they can explain.

Course objectives

By the end of this course, students should be able to:

- understand basic concepts of morphology
- see morphological patterns in language data
- apply basic morphological concepts to language data
- understand two different approaches to morphological data
 - o Lexicalism
 - o Distributed Morphology (morphology is syntax)
- construct analyses for language data using both of these approaches
- read and understand primary morphological literature
- transfer this understanding through article summaries and data presentation

Program-level learning outcomes

By the end of the course, students will:

- Achieve a solid grounding in current scholarship in morphology
- Know how to use primary sources (published texts, collected data or archives) and secondary sources (corpora of scholarship)
- Identify an appropriate research question and methods
- Situate research in relation to literature

Identify, locate and collect data relevant to a given issue
 Analyze different kinds of evidence, evaluate different research methods, assess strengths and weaknesses of a given argument
 Engage with faculty and peers in discussions about evidence, methods, theory, ethics and knowledge mobilization
 Prepare individual and group oral presentations
 Express evidence-based arguments in well-structured writing in a variety of formats
 Assess and communicate constructive criticism to students and peers, orally and in writing
 Learn the limits of their own knowledge, and the way this knowledge is situated within specific critical and disciplinary paradigms, both by engagement with other students and with faculty in a range of fields, and by reading the scholarly literature
 Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse

Evaluation

3 reading summaries (3 X 10%)	30%	INDIVIDUAL
2 problem sets (2 X 10%)	20%	INDIVIDUAL
Oral presentation	5%	INDIVIDUAL
Final paper	20%	INDIVIDUAL
Participation	5%	INDIVIDUAL
1 blog post (1 X 10%)	10%	GROUP
Problem set and answer sheet	10%	GROUP

ENALTIES FOR LATE ASSIGNMENTS

A penalty of 10% per working day will apply to assignments submitted late.

ENALTIES FOR ABSENCES

A penalty of 10% will apply if more than three classes are missed.

Reading summaries

You must (i) list three main ideas of the article and, for one of these, (ii) give the relevant piece of data for this idea, and (iii) walk through the data and show how the data point supports the idea. To be submitted via OWL on the morning of the relevant class.

Problem sets

There will be two take-home assignments. They will include datasets with a series of questions requiring the application of the tools being discussed in class.

Oral presentation

A presentation of your final paper topic (15 minutes).

Final paper

Participation

This grade will reflect your participation in class activities, including giving feedback on the blogs and the problem sets.

Adopted language

You will be divided into groups to “adopt” a language and will be asked to apply what you learn in class to the material in your grammars.

Blog posts

Each group will write posts to put on the class blog related to issues that come up in class. The task is to find data in the grammar that has been adopted by the group that exemplifies that issue (possible topics: constituency, bound roots, inflectional morphology, derivational morphology, argument structure, phonological domains, root suppletion, reduplication, compounding, etc.). These blog posts will be shared the class for feedback, and the blog will only be posted once these comments are incorporated

Problem set and answer ke

Each group will create one Problem Set using data from their grammar, as well as an Answer Sheet for this Problem Set.

Te tbook

Introduction to Morphology

Embick, D. and Noyer, R. (2007). Distributed morphology and the syntax/morphology interface. In Ramchand, G. C. and Reiss, C., editors, *Oxford Handbook of Linguistic Interfaces*, pages 289–324. Oxford University Press.

Kayne, R. S. (1994). *The Antisymmetry of Syntax*. MIT Press, Cambridge, Massachusetts.

Leu, T. (2015). Generalized x-to-C in Germanic. *Studia Linguistica*.

Marantz, A. (2007). Phases and words. In Choe, S.-H., editor, *Phases in the Theory of Grammar*, pages 191–222. Dong In, Seoul.

Newell, H. (2005). Bracketing paradoxes and particle verbs: a late adjunction analysis. In

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