

Morphology

Linguistics 5334
Fall 2016

General Information

Instructor: Joey Sabbagh
Email: sabbagh@uta.edu

Class Time & Location: T, Th, 12:30PM-1:50PM, TH 01

Office Hours: Monday 11AM-12PM or by appointment, Hammond Hall 126

Course Overview

This course is an introduction to the study of the internal structure of words, providing an overview of contemporary morphological theory and analysis. Topics include a survey of word formation processes (such as affixation, reduplication, among others); the interface between word structure and other components of grammar, such as sound structure (phonology) and sentence structure (syntax); and the reality of morphological categories such as “morpheme”.

Learning Outcomes

Upon successful completion of the course, students will have (i) familiarity of major (and common) morphological processes found throughout languages of the world; (ii) ability to carry out morphological analysis of unfamiliar languages; and (iii) a firm grasp of theoretical issues relating to morphological phenomenon within the context of generative grammatical theory.

Pertaining to the last point, students will be able to coherently address and cite evidence to support their answers to the following questions:

1. What is a word? Is ‘word’ a coherent notion, and if so, how can it be defined? What is the status of words within the speaker’s mental grammar?
2. Are complex words formed by combining atomic units (morphemes) into hierarchical structures, or by applying functions (word formation rules, or WFRs) which map one word or stem to another? What does our theory of word building tell us about the content and organization of the lexicon?

3. Where does morphology “fit” into the grammar? Languages clearly have phonological principles (rules governing the combining of features into segments, segments into syllables, etc.), as well as syntactic principles (rules governing the combining of words into larger constituents). But are there independent principles of morphology—and hence a separate morphology component in the grammar? Or do generalizations about words and the structure of the lexicon reduce to principles of phonology and syntax?

Topics Covered

What follows is a list of topics to be covered this semester. While the first few weeks and set of topics are more or less fixed, please note that this schedule is subject to change at some point based on the interest of the class, to be determined on the basis of our class discussions and the interests expressed therein.

WEEK 1-4: Introduction to basic concepts: (i) *The domain of inquiry*; (ii) *Morphological analysis (segmentation)*; (iii) *Word internal structure*; (iv) *Morphological processes (beyond affixation)*; (v) *Inflectional and Derivational Morphology*; (vi) *Theoretical approaches*; (vii) *The substance of the lexicon*.

WEEK 5-8: Distributed Morphology: (i) *Organization of grammar*; (ii) *Word formation and the interface with phonology and syntax*; (iii) *Realization rules, null-morphemes, and the elsewhere principle*.

WEEK 9-12: Various topics: (i) *The reality of paradigms/Paradigm Uniformity*; (ii) *Morphological blocking/Poser blocking*; (iii) *Incorporation*; (iv) *Case and agreement*.

WEEK 13-15: Presentations.

Readings

The following readings are relevant to our discussion of the above enumerated topics. We will probably not read each of them in detail. These readings (as well as others) will be available on Blackboard, and I will announce which readings should be read by what time.

[1]. Anderson, Stephen R. 1982. ‘Where’s Morphology’. *Linguistic Inquiry*, Vol 13.

[2]. Halle, Morris. 1990. ‘An Approach to Morphology’. *North East Linguistics Society* 20.

[3]. Pullum, Geoffrey K. & Arnold M. Zwicky. 1992. ‘A Misconceived Approach to Morphology’. *West Coast Conference on Formal Linguistics* 10.

- [4]. Halle, Morris & Alec Marantz. 1993. 'Distributed Morphology and the Pieces of Inflection'. In K. Hale & S.J. Keyser (eds.), *The view from building 20*, MIT Press.
- [5]. Harley, Heidi & Rolf Noyer. 1999. 'Distributed Morphology'. *Glott International*, Volume 4.
- [6]. Embick, David & Rolf Noyer. 2001. 'Movement Operations After Syntax', *Linguistic Inquiry*, Volume 32.
- [7]. Hankamer, Jorge & Line Mikkelsen. 2005. 'When Movement must be Blocked: A reply to Embick and Noyer'. *Linguistic Inquiry*, Volume 36.
- [8] Poser, William. 'Blocking of Phrasal Constituents by Lexical Items'. MS, Stanford University.
- [8]. Embick, David & Alec Marantz. 2008. 'Architecture and Blocking'. *Linguistic Inquiry*, Volume 39.
- [9]. Bobaljik, Jonathan. 2002. 'Syncretism without Paradigms: Remarks on Williams 1981, 1994. *Yearbook of Morphology* 2001

Course Requirements

Course requirements for this class will involve approximately 5 problem sets (perhaps less, but no more), a final paper, and a presentation based on the topic of your final paper. A brief description of these along with the relative percentage weight making up your final grade as follows:

- PROBLEM SETS (50%):** To be distributed throughout the course of the semester. Solutions to problem sets will ideally be discussed in class. You will have one week (7 days) to complete each problem set. Solutions to problem sets should be written up in essay style in the manner of *Linguistics 5330/3340*.
- FINAL PAPER (30%):** A *minimum of 10, maximum of 25* page paper based on a topic of your choice, but related to the topics of this course in some way. Paper topics must be improved by the instructor no later than November 1 (earlier proposals preferred). Possible paper topics may be (i) an original research paper based on a morphological problem in some language(s) or (ii) a critical review of an article (or articles) relating to the topics of the course.
- PRESENTATION (20%):** During the final weeks of the semester, each student will give a 30 minute presentation (20 minutes of presentation, 10 minutes for questions) relating to their final paper topic. Students should prepare a handout for their presentation, which they should prepare in consultation with the instructor.

Grading

All course requirements will earn a traditional letter grade. In calculating your final grade, each letter grade you earn will be converted to a numerical value between 0 and 4 as follows: A = 4, A- = 3.5, B = 3, B- = 2.5, C = 2, C- = 1.5, D = 1, D- = 0.5 and F = 0. A grading rubric will be handed out with the first assignment, which will define the basis upon which grades are assigned. At the end of the semester, grades will be averaged and weighed based on the percentages stipulated below to determine your final grades. Final grades will be assigned as follows: 100-90% = A, 89-79% = B, 78-68 % = C, 67-57% = D, 56-0% = F.

General Class Policies

Attend class. Be on time. Hand in assignments on time. Participate (ask questions, make observations, etc.). Don't play with your phone. Be respectful to me and your classmates.

University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining

disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, Section 2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law,

openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.