

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Linguistics 4350: Morphology

Spring 2019 Syllabus

Instructor: Prof. Andrea Sims
Email: sims.120@osu.edu

Class Time: MoWe 9:35a-10:55a
Class Location: 150 Cunz Hall

Office: 314 Oxley Hall
Mailbox: 121 Oxley Hall
(accessible 8:30a-5p, M-F)
Office Hours: Tu 9a-12n
or by appointment

Prerequisites: Linguistics 2000 (Intro to Language)

Course Objectives: Students will develop a better understanding of...

- ... the ways in which words are built from morphological parts in the world's languages;
- ... how meaning and form are related at the word level;
- ... major concepts of morphological analysis, including: word, morpheme, inflection, derivation, productivity, headedness, and paradigm;
- ... issues that arise from different theoretical approaches to word structure;
- ... the tools and analytic techniques of morphological analysis.

Required Texts

Haspelmath, Martin and Andrea D. Sims. 2010. *Understanding Morphology, 2nd edition*. London: Routledge.

- Retail price (new): \$41.95. Used and rental copies should be available at lower cost.
- This book is available through the OSU Bookstore, a.k.a. the Barnes & Noble in the South Campus Gateway (15th Ave. & High St.). FYI, the bookstore will match the Amazon price if Amazon's is lower – just show the Amazon price at the time of purchase.
- Make sure you buy the **2nd edition**, since it is quite different from the 1st edition. The correct edition has red flowers on the cover.

Other required readings will be available through Carmen.

Course Requirements

Readings: You should do each assigned reading before the date listed on the syllabus. While the reading will be relevant to the material covered in class, and vice versa, they are not identical. You are responsible for both.

Class Attendance and Participation: Come to class and participate on a daily basis. This means participating actively in problem-solving (including presenting solutions to the class), asking questions, and participating in discussions. Class participation is an important part of the learning process; I assume that everyone will participate fully.

Homeworks: On most days there will be a short homework assignment. Homeworks are formative, meaning that they are ‘low stakes’ assignments designed to help you learn by doing: improve your understanding of course material, practice analytic skills, and identify topics/skills that you need to work more on. They are about learning process, more than outcome. Homeworks will thus be graded based on demonstrated effort. (Some assignments will be exercises from the textbook. Answers to the textbook exercises are given at the end of the book.) All homework answers should be typed and uploaded to the relevant Assignments folder on Carmen. You should also be prepared to talk about the homeworks in class (which we will do sometimes, but not always).

Problem Sets: Problem sets will involve similar kinds of analytic tasks as the homeworks, but with more complex data. Problem sets are meant to be challenging (but not impossible). They are designed to be both formative and summative, meaning that they are designed to assess your mastery of basic morphological topics and skills (that’s the ‘summative’ part), and also give you a chance to learn more advanced skills and topics by doing (that’s the ‘formative’ part). Accordingly, they will be graded based on accuracy and how well you explain your thought process.

I anticipate that there will be six problem sets, although this depends on how quickly we move through the course material. Assignments will generally be handed out one week before the due date.

You are allowed (in fact, encouraged) to discuss the problem sets with your classmates. You can collaborate on analyses, discuss problems you encounter, etc. However, you must independently write up your own problem set answer. If you discuss the assignment with classmates, please be sure to state who you collaborated with at the top of your write-up.

See the handout *How to Write Up A Problem Set* for expectations about formatting and content.

Take-home Final Exam: The final exam will be a take-home assignment that reviews concepts from the semester and resembles the problem sets. The exam will be summative.

Textbook Evaluation: Have you ever read a textbook and thought that it could be better? Have you ever wanted to tell the author how to improve it? Here’s your chance! I am working on the third edition of *Understanding Morphology* and I want your help to make it better. You are required to write two short (paragraph-length) evaluations of the textbook material. These will be graded based on effort. See the handout *Textbook Evaluation* for more information.

You must turn in your textbook evaluations by the last day of class. However, you can turn in an evaluation at any time during the semester and I encourage you not to put it off.

Extra credit offer: You can turn in up to three additional textbook evaluations for extra credit, worth up to 1% each towards your final grade. Extra credit will be awarded based on effort and all extra credit evaluations are due by the last day of class.

Grading: Grading will be by the following criteria.

Textbook Evaluation	3%
In-Class Participation	10%
Homeworks	17%
Problem Sets	50%
Take-home Final Exam	20%
Total	100%

Letter grades are assigned according to the following scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	0-59

Important Policies and Information

Academic Integrity: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<https://trustees.osu.edu/index.php?q=rules/code-of-student-conduct/>).

Students with Special Needs: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Diversity As a Core Value: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Information about Counseling and Consultation Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of these conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

You are not required to disclose an anxiety disorder, depression, or other mental health issues in this course. However, if you think that a mental health issue might interfere with your performance in this class, I do encourage you to talk to me about it in private (via email or during office hours) early in the semester. Potential roadblocks to success are more easily tackled before they become major obstacles.

Late Assignments: I reserve the right to not accept work that is turned in late. If I choose to accept a late assignment, the grade will be lowered by 10% for each class that it is late (e.g. an assignment that would receive a 10/10 will receive a 9/10 if turned in after the class for which it is due, but prior to the next class, an 8/10 if turned in a week late, and so on.) (Easter egg! If you are reading this, then good job! You are reading the syllabus! Send me a picture of a platypus before the second class of the semester (via email) and receive extra credit in the form of an extra week of in-class participation points.) Problem sets will not be accepted after an answer sheet has been distributed. If you have a legitimate excuse for not turning in work on time, you must request an extension BEFORE the assignment is due.

Cellphones and Laptops: You should not be using your phone to text, play games, surf, check social media, or talk on the phone during class. Likewise, if you bring a laptop or tablet to class to take notes (which is fine), please do not engage in activities unrelated to what is happening in class.

Food and Drink: You may bring food and drink to class, to the extent that it is allowed in our classroom. But please do not bring anything that will be disruptive to the class.

Course Schedule

We will try to keep to the following schedule but it is not set in stone. I will try to give one week's notice of any deviations. If you are confused about what is due when, check the most recent version of the course schedule on Carmen first. If you are still unsure, please ask.

UM = Understanding Morphology (the textbook)

* = has a reading guide

Date	Topics	Readings (read before date listed)	Assignments
Doing Morphological Analysis			
Mon 1/7	What is morphology? Why is it interesting?		
Wed 1/9	Basic principles of analysis	Syllabus UM Chapter 1	Hwk 1 due
Mon 1/14	Core concepts in morphology Glossing and other conventions	UM Chapter 2, including appendix	
Wed 1/16	Phonological allomorphy and morpheme representations	Doing morphological analysis, part 1 UM Sections 10-10.3	
Mon 1/21	No class – Martin Luther King Jr. Day		
Wed 1/23	Writing morphological rules More phonological allomorphy	Doing morphological analysis, part 2	PS 1 due (estimate)
Mon 1/28	Morphological and lexical allomorphy	Doing morphological analysis, part 3 UM Section 6.3	
Wed 1/30	Suppletive and non-concatenative morphology	UM Section 3.1	
Mon 2/4	Inflection vs. derivation	UM Sections 5-5.3.3	
What Makes a Good Theory (of Morphology)?			
Wed 2/6	Intro to morpheme-based theories	UM Section 3.2.1	PS 2 due (estimate)
Mon 2/11	Hierarchical structure and headedness in morpheme-based theories	UM Chapter 7	
Wed 2/13	Evaluation metrics: Empirical adequacy, parsimony, and restrictiveness	UM Section 1.3 (reread)	
Mon 2/18	Intro to word-based theories	UM Section 3.2.2 UM Sections 10.4-10.5	
Wed 2/20	Evaluation metrics: Historical explanation and cognitive realism	*Anderson (2004)	PS 3 due (estimate)

Productivity and the Lexicon			
Mon 2/25	The lexicon: Words or morphemes?	UM Chapter 4	
Wed 2/27	The lexicon: Words or morphemes?	*Hay (2001)	
Mon 3/4	Blocking, competition, and derivational productivity	UM Section 6.4	
Wed 3/6	Blocking, competition, and derivational productivity	UM Section 6.5	PS 4 due (estimate)
Mon 3/11	No class – Spring Break		
Wed 3/13	No class – Spring Break		
Mon 3/18	Productivity and morphological theory		
Inflection and Rule Interactions			
Wed 3/20	Realizationalism (morphology-syntax interface)	UM Section 8.1 Realizationalism, part 1	
Mon 3/25	Realizationalism and rule interactions	Realizationalism, part 2	
Wed 3/27	Syncretism and underspecification	UM Section 8.6	PS 5 due (estimate)
Mon 4/1	Syncretism and referrals	UM Sections 8.7-8.8	
Non-concatenative Morphology			
Wed 4/3	Tonal morphology	Hyman and Leben (2000)	
Mon 4/8	Tonal morphology and autosegmental theory	Autosegmental morphology, part 1	
Wed 4/10	Autosegmental theory and other non-concatenative processes	Autosegmental morphology, part 2	
Mon 4/15	More autosegmental theory		
The Big Picture			
Wed 4/17	On the nature of morphology (putting it all together into a ‘big picture’)		PS 6 due (estimate)
Mon 4/22	Wrap up, catch up, and review		
Fri 4/26	No class		Exam due at noon

References

- Anderson, Stephen R. 2004. "Morphological universals and diachrony." In *Yearbook of Morphology 2004*, ed. by Geert Booij and Jaap van Marle, 1-17. Dordrecht: Kluwer.
- Hay, Jennifer. 2001. "Lexical frequency in morphology: Is everything relative?" *Linguistics* no. 39 (6):1041-1070
- Hyman, Larry, and William R. Leben. 2000. "Suprasegmental processes." In *Morphology: An international handbook on inflection and word-formation*, edited by Geert Booij, Christian Lehmann and Joachim Mugdan, 587-594. Berlin: Walter de Gruyter.