

LINGUISTICS 440: Morphology
Fall 2017 M, W 8:35-9:55
EDUC627

Instructor Lisa Travis (you may call me Lisa)
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Office hours: T 1:30-3:30pm (this may change) or **by appt**

Pre-requisites: LING 330 (Phonetics), LING 371 (Syntax 1), or permission of instructor. **IMPORTANT**

Course overview: This is a course about theories but in the domain of morphology (word structure). 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.**

Linguistic specific course objectives:

By the end of this course, a student should

- Understand basic concepts of morphology
- Be able to see morphological patterns in language data
- Be able to apply to basic morphological concepts to language data
- Understand how data relates to theory (the difference between observation and explanation)
- To understand two different approaches to morphological data

General course objectives:

By the end of this course, a student should

- Recognize patterns in data
- Find logical solutions to problems
- Read material and find main ideas, larger contexts, follow and analyze argumentation
- Accurately communicate ideas
- Create a task for peers

Requirements and assessment

3 (of 4) Quizzes (5%)	15%	INDIVIDUAL
2 Class Responses (5%)	10%	INDIVIDUAL
2 Reading Reports (Data to Theory) (7%)	14%	INDIVIDUAL
2 Problem Sets (12%)	24%	INDIVIDUAL
2 blog posts (8%)	16%	GROUP
Problem Set and Answer Key	12%	GROUP
Class Participation (see below)	9%	INDIVIDUAL

Instructional Method: The class meets on Mon and Wed. There will be lectures, guest lectures, and labs. An effort will be made to link theoretical claims to real data puzzles. There will be an emphasis on puzzle solving, individually and in groups. Since we will be *doing* linguistics in most classes, **attendance is required** (yes, even at 8:30am). We are in an Active Learning Classroom so the goal is to be learning, actively.

You will be divided into groups of four to ‘adopt’ a grammar and will be asked to apply what you learn in class to the material in your grammars. In the labs, you will either go over datasets distributed to the class or the data from your grammars. Datasets distributed before these ‘labs’ will be uploaded to myCourses at least two days before the lab. Students must come prepared to discuss these datasets.

Textbook:

Introduction to Morphology, Mark Baker and Jonathan Bobaljik (BB)

Please be aware that Baker and Bobaljik (available on MYCOURSES) is a draft, which the authors have kindly made available for our class use. Naturally there may be typos, errors or incomplete parts. Critical typos will be announced in class or posted on the class web page. It is your responsibility to keep abreast of these announcements.

Assignments and Evaluation:

Quizzes : INDIVIDUAL There will be four short quizzes where the top three count (for 5% each for a total of 15%). These will include short questions or exercises to determine whether the basic material from the textbook is being understood.

Class Responses : INDIVIDUAL You will be required to do two class responses (5% each for a total of 10%). These will be done for two of the three invited speakers (your choice). They should be about a page and a half long (1.5 spacing). You must take a piece of data presented by the speaker that you found particularly interesting and (i) present and walk through the data, (ii) explain why this piece of data is important for the claims of the speaker, and (iii) why you found it interesting (for example, relate it to something outside of the lecture – this may be another part of this course, another course, or something outside of your academic life). This final part should be about a half page long.

Identify each of these THREE parts on the paper. These must be sent to myCourses by 11:59 the evening two days after the relevant class.

Reading Reports (RR) : INDIVIDUAL You will be required to do two Reading Reports (7% each for a total of 14%). The RR1 for Embick & Noyer, RR2 for a reading of your choice. These are designed to help you read and understand primary literature, to see how datasets relate to theory, and to present this information in a clear way. You must give (i) the main point of the article, (ii) put this main point in a larger theoretical context, (iii) give one datapoint (give the data in your RR, don’t just refer to it), (iv) walk through it, (v) show how the datapoint supports the main point (or a subpoint) of the article, (vi) a question that you would like to see discussed in class. (Please no questions that are easily answered by an internet search!).

Identify each of these SIX parts. These must be sent to myCourses by 7am the day of the relevant class, and, for the first one, you must bring a copy to class to share with a classmate.

– See note at end of Class Schedule for details on what papers can be used for Reading Report 2.

– **You may *not* do a Reading Report and a Class Response for the same reading/lecture.**

Problem Sets : INDIVIDUAL There will be two Problem Sets (12% each for 24%). They will both be based on the same dataset. The first one will involve morphological segmentation and lexical entries. The second will require construction of structures from each of the two theories that we will be discussing.

Blog posts : GROUP Each GROUP will write two blog posts (8% each for a total of 16%). Each will be related to an issue that has come up in class or that is covered in the textbook. 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). Each group member will be asked to rank the contributions of other group members by distributing 100 points across the group. The amount of the contribution will be taken into account in assigning the grade (a certain percentage of the grade will be allocated for this). These blog posts brought to class for feedback, and the blog will only be posted once these comments are incorporated.

Problem Set and Answer Key (PS&K) : GROUP Each group will create one short Problem Set with an Answer Key (PS&K worth 12%) using data from their grammar. The Problem Set will be completed and graded by the other groups. Each group member will be asked to rank the contributions of other members of that group by distributing 100 points across the group that reflects work on the PS&K construction. The grade given will be an average between the grade I assign and the one the other groups assign, taking into account the amount of the contribution.

Class Participation : INDIVIDUAL This grade will be a composite of various class-related activities, in particular: (i) participation in class discussion, (ii) participation in labs, (iii) feedback on RR1, (ic) feedback on Blog1, (iv) feedback on the Problem Sets/Answer Sheets. **It is worth 9% and most important is attendance.**

Make-up work: Students who miss any activity for an acceptable reason (e.g. sickness or a family tragedy) MUST contact the me by phone or email within 24 hours of the activity. If necessary, you may leave a message with the departmental secretary (514-398-4222). Then, contact the me through email within two days to make alternate arrangement. You need to provide appropriate documentation (e.g. doctor's note) in order for the makeup to be approved. Other than that, there will be no opportunity for makeup work. There is no make-up for the first missed quiz. **You may have a gift of four days over the semester for Class Responses, Problem Set, and Blog posts, but after that, 5 points will be taken off for every late day.**

Uploading to myCourses:

Please upload your documents (i) as one pdf file, (ii) labelled LASTNAME.assignment.

TRAVIS.PS1, TRAVIS.RR1, TRAVIS.CR2

A note on reading primary literature: Reading an article is a very different exercise from reading a textbook. The reading has to be done slowly, often with pencil and paper. Try drawing the structures that are being discussed, try to find counterexamples to the claims that are being made, imagine explaining the ideas to a classmate who hasn't read the paper (this is close to what you will be doing in the Reading Reports). Because each paper is written within its own theoretical context and era, there will often (always?) be things that you do not understand completely, but you still should be able to follow the outline of the arguments and understand how the data points support the claims.

Statement of Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures.

(See www.mcgill.ca/students/srr/honest/ for more information).(approved by Senate on 29 January 2003)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires.

(Pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Right to submit in English or French written work that is to be graded:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

(approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

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Universal Design: As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Extraordinary circumstances: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

CLASS SCHEDULE: This schedule is subject to change depending on how quickly the material is covered.

	Week 1	
F Sept 6	Introduction to course	
	Week 2	
M Sept 11 W Sept 13	NO CLASS Puzzle/Lecture	BB, Ch1 (Basics) Bring 201 Material
	Week 3	
M Sept 18 W Sept 20	Puzzle/Lecture Puzzle/Lecture	BB, Ch1 (Basics) BB, Ch2 (Derivation) Groups/Grammars
	Week 4	
M Sep 25	Puzzle/Lecture	BB, Ch2 (Derivation) Qz1: WST
	Week 5	
M Oct 2 W Sep 27 W Oct 4	Puzzle/Lecture Puzzle/Lecture Puzzle/Lecture	BB, Ch3 (Compounds) PS1 posted BB, Ch3 (Compounds) BB, Ch4 (Arg Structure)
	Week 6	
M Oct 9 W Oct 11	THANKSGIVING Puzzle/Lecture	BB, Ch4 (Arg Structure) Qz2: Compounds
	Week 7	
M Oct 16 W Oct 18	LAB1 Lecture: Syntax & Morphology	BRING BLOG DRAFTS Baker (1993) Blog1
	Week 8	
M Oct 23 W Oct 25	Lecture: Distributed Morphology Puzzle/Lecture	Embick & Noyer (2007) RR1: IN CLASS!! BB, Ch5 (Phonology)
	Week 9	
M Oct 30 W Nov 1	Puzzle/Lecture Lecture: Phases & the PF interface 1	BB, Ch5 (Phonology) PS1 due PS2 posted *Marantz (2007) Qz3: Arg Structure
	Week 10	
M Nov 6 W Nov 8	Lecture: Phases & the PF interface 1 LAB2	Marantz (2007) Qz4: Phonology

Week 11		
M Nov 13	Lecture: Phases and Adjuncts	*Newell (2004)
W Nov 15	Morpho-phonology/Syntax Domains	Blog2
Week 12		
M Nov 20	Lecture: Phasal Spell-out	*Compton and Pittman (2010)
W Nov 22	Lecture: LCA and Morphology 1	*Kayne (1994)
Week 13		
M Nov 27	Lecture: LCA and Morphology 2	Kayne (cont.) PS2 due
W Nov 29	Lecture: Germanic PPs	*Leu (2010)
Week 14		
M Dec 4	Summary Discussion	
W Dec 6	LAB	PS&K2
Th Dec 7	LAB	PS&K2

* designates the readings that can be used for the RR2.

NOTE: There is no option of submitting extra work in order to improve a grade.

References

- Baker, M. (1993). Noun incorporation and the nature of linguistic representation. In Foley, W. A., editor, *The Role of Theory in Language Description*, pages 13–44. Mouton de Gruyter., Berlin.
- Compton, R. and Pittman, C. (2010). Word formation by phase in Inuit. *Lingua*, 120(9):2167–2192.
- 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.
- 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. (2004). A late adjunction solution to bracketing paradoxes. In Bateman, L. and Ussery, C., editors, *Proceedings of North East Linguistic Society 35*, pages 451–462.
- Noonan, M. (2010). à to Zu. In Cinque, G. and Rizzi, L., editors, *Mapping Spacial PPs: Cartography of Syntactic Structures*, pages 161–195. Oxford University Press.