LING(UISTICS) 105
Morphology

UCSC Fall 2012

---

antidisestablishmentarianism

antidisestablishmentarian -ISM

antidisestablishmentary -AN

antidisestablishment -ARY

ANTI- *disestablishment*

disestablish -MENT

DIS- √ESTABLISH

antidisestablishmentarianism (N, mass, /æntɪdɪsɛstæblɪʃməntaɹiænɪzm/).
opposition to the disestablishment of the Church of England.

---
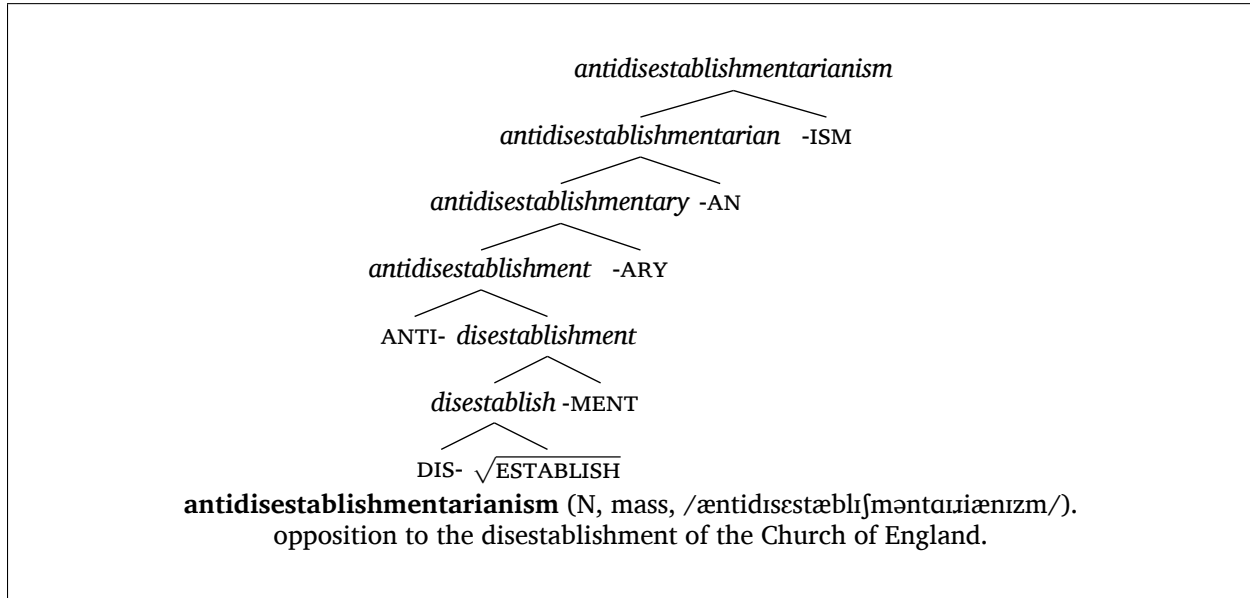
1 Basic Course Info

Prerequisites: LING 101: Phonology I & (LING 111: Syntactic Structures *or* LING 112: Syntax I)

This course satisfies the writing (W) breadth requirement. Furthermore, this course satisfies the Linguistics Department Senior Exit Requirement for the major in Linguistics or Language Studies. See your advisor, the Linguistics/Language Studies Peer Advisors in Stevenson 239, or Susan Welch in Stevenson 241 for more on these requirements.

Course Staff

	Name	*Email*	*Office*	*Office Hours*
Instructor	Matthew Tucker	matucker@ucsc.edu	Stevenson 240	M 10:00am–12:00pm & by appt.
TA	Nathan Arnett	nvarnett@ucsc.edu	Stevenson 265	W 12:00pm–1:00pm & by appt.

Time and Place

Lecture:
M/W/F 2:00pm – 3:10pm Crown College #208

Section(s):

SECTION #	TIME	LOCATION
01A	Tu 8:30am – 9:40am	Cowell College #223
01B	Tu 12:00pm – 1:10pm	Cowell College #223

2 Course Goals and Objectives

This course is an introduction to the field of morphology in the framework of generative grammar. The goals of the course are to equip you with a basic understanding of morphology, train you in basic morphological analysis, and introduce you to a broad array of morphological phenomena in many different languages. To these ends, together we will attempt to develop a theory of morphological structure in generative grammar as the course progresses.

Morphology (from Greek *morphe*, "form, shape, beauty, outward appearance") is, loosely defined, the study of the internal structure of words in natural language. In this course we will be concerned mainly with how word structure is built and how it relates to principles of syntactic computation; during the final weeks of the course I will give you a taste of morphology's relation to other subfields in linguistics (*e.g.,* phonology, psycholinguistics, corpus linguistics).

3 Course Requirements

Taking part in this class successfully means doing all the regular readings and homework assignments, participating regularly in both lecture and section, and completing the final project. The percentages below reflect the share of the total course grade for each evaluation component:

- Homework Assignments   65%
- Final Project   30%
- Participation   5%

There will be nine homeworks for this class, one for each week *modulo* Week 10. The final week has no homework because you will be working on your final project (see below). **You must turn in all the homeworks and a final paper in order to pass this class.** I reserve the right to hold a small quiz at the beginning of any class meeting to assess comprehension of a reading that was assigned or material from a previous lecture. These quizzes will not be difficult, but they will require that you attend class. Finally, active participation is the only way to truly understand linguistic argumentation, so we will figure a participation grade based on your involvement in both lecture and section.

Grading of assignments will be done on a ten-point scale. We are looking for neat, clear work that carefully, thoughtfully and thoroughly addresses the problem posed in the prompt. It is important that you read the comments on your work as they will tell you what was done well and how to do better on your future work. Here are some general guidelines:

Letter	Score	Evaluative	Notes
A+	10	outstanding	Extremely impressive work that goes above and beyond what was required
A	9.5	excellent	Truly excellent work which shows a careful and thorough understanding of the material
A−/B+	9	very good	Solid work that shows very good understanding and effort
B	8.5	good	Work that shows good understanding and effort, but did not go far enough
B−/C+	8	fairly good	Work that shows fairly good understanding and effort, but with some moderate errors
C	7.5	fair/average	Work that shows a passing level of engagement with the material
C−/D+	7	weak	Work which shows passing engagement with the material and has errors
D	6	poor	Work which shows minimal interaction with material or minimal effort
F	< 5	unsatisfactory	Work that is not turned in, incomplete, or shows serious deficiencies in understanding

Readings

There is no required textbook for this course; we will be reading a collection of different things. Some of them will be from textbooks, but for the most part you will be reading primary research literature in this class. All the readings will be accessible from the course website:

http://people.ucsc.edu/~matucker/courses/ling105f12/

The readings are password-protected; please use the user name `ling105` and the password `w0rds` (with a zero) to access the readings.

Furthermore, if this is your first class in which you read primary linguistic literature, please take note: you will find that the readings are, on the whole, much shorter for this class than the readings you are assigned in other humanities courses. This is because, often, the readings are as dense as scientific papers. It is often a good strategy to spend as much time on these readings as you would on a longer reading assignment for another course. This often involves reading the paper more than one time to ensure comprehension.

Homework Policy

Written assignments are due at the beginning of class (not during or after class, not in the instructor's mailbox, and not by email). Late homeworks will be penalized one letter grade for each day it is late, and cannot receive above a C– (7) if turned in after the day in which the solution is discussed in section or lecture.

You are welcome (and encouraged!) to discuss the assignments with your classmates; however, you are expected to develop and write up your answers entirely on your own and must list your collaborators on your homework. Neatness is not to be neglected. Some basic guidelines: Please write (type/print) your assignments in a legible way; do not write on the back side of the paper; leave sufficient margins; if you are handing in more than one sheet (which will be virtually every time), please use a stapler. You are encouraged to use a word processor. If you don't have access to some special symbols, please feel free to replace them by other similar-looking characters–just make sure you are consistent in your replacement, and please define your notation at the beginning of your write-up.

Since late homework is so strongly discouraged, please see one of us in case there was a compelling reason (illness, accident, *etc.*) that made it impossible to hand the assignment in on time. Even better: see us before the problem is due and request an extension. Generally speaking, an excellent homework write-up is one which explains the answer in prose and supports it with examples. Again, write-ups must be done independently, entirely in your own words. Work which is not written up independently violates the academic integrity policy...

Academic Integrity at UCSC

Academic integrity violations, whether accidental or intentional, will not be tolerated in this course. Be careful to avoid even accidental plagiarism, and we will all be happier in the end.

Using someone else's ideas in your own writeup without explicit citation is plagiarism. This is true regardless of whether their ideas are included by a direct quote or by a paraphrase.

The way to avoid plagiarism is not to avoid reading or quoting other sources; to avoid plagiarism, be very clear in distinguishing what parts of your papers are your own writing and analysis and which parts are not. The following sites have more information to help you identify and avoid plagiarism:

http://www.ucsc.edu/academics/academic_integrity/
http://ic.ucsc.edu/~vktonay/psyc169/plagiarism.html
http://library.ucsc.edu/help/research/use-and-cite-your-sources

On all homework assignments, you are strongly encouraged to work with other students in the class and collectively analyze the data. However, you must write up your analysis by yourself. You must also include a note to let the instructor know with whom you collaborated to analyze the data. ***Failing to include a note listing your collaborators can be construed as an academic integrity violation. Please do not forget to list who you worked with.***

UC, Santa Cruz does not tolerate plagiarism. Students found to have plagiarized will be reported to their College, with dismissal from the university a possible consequence. It can also lead to failure of the class. In short: just don't do it.

Final Project

The final project for this course will require you to submit mature, original, independent research paper on a morphological puzzle in a language of your choosing *other* than English and/or any languages you are a native speaker of (if English is not your first language). The papers must be of term paper length (15–20pp) and must be turned in on time to receive a passing grade in this course. This paper must be researched and written *alone*. You may discuss your project with other members of this course, but all research and writing must be your own and group projects are not allowed. As the course progresses, the course staff will provide you with the necessary training and resources to complete this project.

Note that the final project *is* the Senior Exit Requirement. You must turn it in to pass this course and satisfy your Senior Exit Requirement.

Wikipedia

Wikipedia (and similar sites) are increasingly popular reference tools for students and researchers. They may be useful for you in finding basic information or context for some subjects. However, they should *never* be used as sources for academic writing. There are many reasons to avoid using Wikipedia as a research tool. Information on Wikipedia is often wrong, incomplete, or misleading.[1] However, the fundamental reason to avoid using it as a source for your papers is that it is inconsistent with the scientific method. Scientific knowledge relies on a chain of custody for facts and analyses, proceeding from the original researcher to the final analyst. Although this method is limited by the biases and failings of the scientists involved at each step, the chain of custody allows those limitations to be examined, challenged, and overcome, with the result that science is self- correcting. Wikipedia's democratic and anonymous approach to knowledge is incompatible with scientific study because it breaks this chain of custody.

This warning in a nutshell: Don't believe everything on Wikipedia, and definitely don't cite it in this class. Grades for papers citing Wikipedia will suffer accordingly.

Sections and Participation

Attendance to all lectures and discussion sections is mandatory and necessary for success in this class. The lectures will regularly contain material that is not covered in the reading; all material presented in the reading or in class is fair game for assignments. Discussion sections are designed to emphasize and elucidate key points and to encourage your active participation in the development of our linguistic theories. Discussion sections will not address every topic covered in lecture, and new information may be presented as well.

More important than your understanding of the material, however, is a more philosophical concern: linguistics, as it is the study of so social a phenomenon as language, is necessarily a cooperative enterprise. Everyone benefits from your involvement in lecture and section, as your individual views on language will matter in this class (*i.e.,* we will care whether or not you find certain constructions acceptable, or you may speak a language we are interested in demonstrating in class!). Therefore, it's just not as much fun for any of us if you don't participate. To that end, your TA will take attendance in each section and this, as well as a TA report on the content of your participation, will figure in your final grade. ***If you cannot attend a section for a reasonable concern (*e.g., *illness, accident, family emergency), you must notify your TA or me as soon as physically possible.***

Nota Bene: This is not an attempt to make shy people talk — if you are shy, there is a way for you to be engaged in the course without talking all the time. To do this, make sure you ask questions if you are confused, or talk to your TA one-on-one after section. We do this in an attempt to make sure that we take advantage of our small class size and close environment to get the most out of our time together.

---

[1]The most troubling, to my mind, is Wikipedia graffiti. For instance, Jesse Saba Kirchner once anecdotally noted to me that the *International Women's Day* page had been rewritten to say "International Women's Day was founded by the German Nazi Party." You would not want to claim such a thing in a class paper, since it is both false and probably offensive to many.

4   Other Important Info

The most current version of this syllabus (including any schedule changes announced in class) will always be available on the course website:

> http://people.ucsc.edu/~matucker/courses/ling105f12/

Disability Accomodation

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first two weeks of the quarter. Contact DRC at (831) 459-2089 or by email at drc@ucsc.edu for more information on the requirements and/or process for submitting a DRC request. You can also visit the DRC website:

> http://drc.ucsc.edu/

Learning Support Services

This course has a tutor appointed via the Learning Support Services (LSS) who can help you if you need additional assistance beyond section and office hours (which should always be your first stop for course needs). The tutor is a student who previously took this course and who is familiar with the material. For more information on the LSS Tutorial Services and other services provided, see the LSS website:

> http://www2.ucsc.edu/lss/tutorial_services.shtml

5   Course Schedule

The schedule for a course that moves this quickly is always changing. I'll keep you abreast of any changes via announcements in lecture, and the most current version of this schedule/syllabus will always be on the course website. The preliminary schedule is shown in Table 1 on Page 6.

References

BAAYEN, R. HARALD, TON DIJKSTRA, & ROBERT SCHREUDER. 1997. Singulars and plurals in Dutch: Evidence for a parallel dual-route model. *Journal of Memory and Language* 37.94–117.

BRAME, MICHAEL K. 1974. The cycle in phonology: Stress in Palestinian, Maltese, and Spanish. *Linguistic Inquiry* 5.39–60.

CHOMSKY, NOAM. 1970. Remarks on nominalization. In *Readings in Transformational Grammar*, ed. by R.A. Jacobs & P.S. Rosenbaum, 184–221. Waltham, MA: Ginn.

HALLE, MORRIS. 1973. A prolegomena to a theory of word formation. *Linguistic Inquiry* 4.3–16.

MARANTZ, ALEC. 1997. No escape from syntax: Don't try morphological analysis in the privacy of your own lexicon. In *Proceedings of the 21st Annual Penn Linguistics Colloquium*, ed. by A. Dimitriadis & L. Siegel, 201–225, Philadelphia. University of Pennsylvania.

MIHALICEK, VEDRANA, & CHRISTIN WILSON (eds.) 2011. *Language Files: Materials for an Introduction to Language and Linguistics*. Columbus, OH: The Ohio State University Press, 11th edition.

MOHANAN, TARA. 1995. Wordhood and lexicality: Noun incorporation in Hindi. *Natural Language and Linguistic Theory* 13.75–134.

PERLMUTTER, DAVID M. 1988. The split morphology hypothesis: Evidence from Yiddish. In *Theoretical Morphology*, ed. by Michael Hammond & Michael Noonan, 79–100. San Diego, California: Academic Press, Inc.

ZWICKY, ARNOLD M., & GEOFFREY K. PULLUM. 1983. Cliticization vs. inflection: English *n't*. *Language* 59.502–513.

Month	Day	Lecture	Reading	Work Due
		INTRODUCTION; BASIC CONCEPTS		
Sept.	28	Introduction to Morphology		
Oct.	1	Basic allomorphy	Language Files ch.4	
	3	Affix typology		
	5	Morphological typology		
	8	Inflection vs. derivation	Perlmutter (1988)	HW 1
	10	Infl. vs. deriv: hard cases		
		MORPHOLOGICAL ANALYSIS		
	12	Agreement		
	15	Case marking, I	Halle (1973)	HW 2
	17	Case marking, II		
	19	Conversion		
	22	Clitics	Zwicky & Pullum (1983)	HW 3
	24	Nonconcatenative Morphology, I		
	26	Compounding		
	29	Nominalizations revisited	Chomsky (1970)	HW 4
		GRAMMATICAL FUNCTION-CHANGING MORPHOLOGY		
	31	Basic θ–theory		
Nov.	2	Passive, causative, reflexive/reciprocals		HW 5
	5	Ergativity	Mohanan (1995)	
	7	Anti-{passive, causative}, applicatives		
	9	Incorporation and the Mirror Principle		HW 6
	12	*No Class — Veteran's Day*		
		PARADIGMS IN MORPHOLOGICAL THEORY		
	14	Intro to {final project, paradigms}		
	16	Word-and-paradigm models		HW 7
	19	The antilexicalist critique	Marantz (1997)	
	21	Paradigms in polysynthetic languages		HW 8
	23	*No Class — Thanksgiving*		
		BEYOND SYNTAX-MORPHOLOGY		
	26	Lexical Phonology	Brame (1974)	
	28	Bracketing paradoxes		
	30	Nonconcatenative Morphology, II		HW 9
Dec.	3	Reduplication	Baayen, *et al.* (1997)	
	5	Mental Lexicon		
	7	Brain imaging and subliminal morphology		
	13			finals due

Table 1: Schedule for Ling 105, Fall 2012