

# LING9640B: Morphology

**Hours:** Tuesday 9:30-12:30  
**Room:** UC2120  
**Website:** <https://owl.uwo.ca/portal>  
**Professor:** Ileana Paul  
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## 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, a student 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
  - Lexicalism
  - 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

## 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
2 blog posts	(2 X 5%)	10%	GROUP
Problem set and answer sheet		10%	GROUP

## PENALTIES FOR LATE ASSIGNMENTS

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

### **PENALTIES 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**

A paper on a topic related to the course material. 15 pages, double-spaced.

### **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 three 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 key**

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

### **Textbook**

*Introduction to Morphology*, Mark Baker and Jonathan Bobaljik

Please be aware that Baker and Bobaljik (available on OWL) 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 OWL. It is your responsibility to keep abreast of these announcements.

**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 summaries). 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.

### **Readings (preliminary list)**

- 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 Pitmann, 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.
- 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 *Proceedings of ConSOLE XXIII*, pages 249-272.

### LANGUAGES AND GRAMMARS (available at Weldon)

- Eijk, J. van. (1997). *The Lillooet language: phonology, morphology, syntax*. UBC Press, Vancouver.
- Foley, W. A. (1991). *The Yimas language of New Guinea*. Stanford University Press, Stanford University Press.
- Forker, D. (2013). *A grammar of Hinuq*. Mouton de Gruyter, Berlin.
- Göksel, A. and C. Kerslake. (2011). *Turkish: an essential grammar*. Routledge, New York.
- Karlsson, F. (1999). *Finnish: an essential grammar*. Routledge, New York.
- Launey, M. (2011). *An introduction to classical Nahuatl*. Cambridge University Press, Cambridge.
- Miyaoka, O. (2012). *A grammar of Central Alaskan Yupik*. Mouton de Gruyter, Berlin.
- Quintero, C. (2004). *Osage grammar*. University of Nebraska Press, Lincoln.
- Schachter, P. and F. Otanes. (1972). *Tagalog reference grammar*. University of California Press, Berkeley.
- Weber, D. (1989). *A grammar of Huallaga (Huánuco) Quechua*. University of California Press, Berkeley.
- Zepeda, O. (1983). *A Tohono O'odham grammar*. University of Arizona Press, Tucson.

**Class schedule:** This schedule is subject to change

	TOPIC	READING	ASSIGNMENTS
Week 1	Basics	B&B, Ch1	
Week 2	Derivation	B&B, Ch2	
Week 3	Compounds	B&B, Ch3	
Week 4	Argument Structure	B&B, Ch4	Problem set 1 due
Week 5	Syntax and morphology	Baker (1993)	Blog 1
Reading week			
Week 6	Distributed morphology	Embick and Noyer (2007)	
Week 7	Morphophonology	B&B, Ch5	Blog 2
Week 8	Phases and the PF interface	Marantz (2007)	
Week 9	Phases and the PF interface	Newell (2005)	
Week 10	Phasal Spell-Out	Compton and Pittman (2010)	Problem set 2 due
Week 11	Germanic functional structure	Leu (2015)	Group problem set due
Week 12			

### **ADDITIONAL STATEMENTS**

#### **Statement on Use of Electronic Devices**

The use of laptops is restricted to taking notes or consulting online resources connected to the course material. Cell phones must be turned off.

#### **Policy on Accommodation for Medical Illness**

#### **Support services**

Students who are in emotional/mental distress should refer to the [Health and Wellness website](#) for a complete list of options about how to obtain help.

#### **Statement on Plagiarism, Cheating and other Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence in the Academic Handbook available on the [Academic Calendar website](#).

#### **Important Academic Information for Students Taking Courses in the Department of French Studies**