

LIN 6410
Issues in Morphology
W 2-4th per
Online

Instructor: Dr. Brent Henderson
Office: 4125 Turlington Hall
Office phone: 294-7454
Office hours: via Zoom appointment
E-mail: bhendrsn@ufl.edu
Course website on E-Learning: <http://lss.at.ufl.edu/>

Course description:

This course introduces advanced ideas in morphological theory, with particular focus on morphology's interaction with syntax and the theory of distributed morphology. This course is reading and discussion intensive. You will be expected to read the assigned materials ahead of time and come to class ready to engage in discussion on those topics.

Objectives

- Familiarize students with basic and contemporary issues in morphological theory.
- Provide experience with reading and engaging original research papers and the nature of academic debate.
- Provide experience with developing and writing an original academic research paper.

Prerequisites

The prerequisite for this class is LIN 6402, Intro to Morphology.

Required Readings:

All required readings are listed below in the tentative schedule and bibliography and will be available on Canvas. The papers listed will be discussed on the day they are listed; therefore, you should have read those papers before coming to class on that day. The schedule is open to adjustment if time constraints or class interest demands it.

Course website

Course website on Canvas: <http://lss.at.ufl.edu/>. Syllabus and 'pages' for each week are there. All course content will be organized there, including assignments, lecture videos, handouts and readings.

Course Requirements

In this class you are expected to stay current with readings and lectures and participate in classroom discussions by asking questions and offering insight as well as completing assignments. Grades are based on the following weights for class requirements:

Weekly Essay and Question	20%
Article Presentation	10%
Article Summaries	20%
Term Paper and presentation	40%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
90 or above	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	57-59	56 or below

Additional information about the University's grade policies is available at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Weekly Essay and Question

Every week there will be a brief question posed that requires a short essay. These questions will always concern ideas from that week's readings and are due in class on the day we discuss those readings. E.g., I will assign a question after the first day of class that is due in the next class and that can be answered from that first week's readings (in this case, Harley & Noyer 1999 and Embick and Noyer 2004). These essays are to motivate you to keep up with the readings and aid in comprehension of main ideas. They should be no longer than one page. **In addition, each week you must also come up with a question about that week's reading.** These should be written at the bottom of your essay page. If there's time, we will address them at the end of class. You are encouraged to connect with classmates to discuss work and may work on your responses together, just be sure to indicate on your paper who else you worked with.

Class Presentation

You are required to present one of the articles scheduled to be discussed in class. The purpose is to give you experience in synthesizing and presenting research as well as responding to questions. You should plan a 20-30 min presentation and 15 minutes for questions. Your discussion should tell the main 'narrative' of the paper, covering the major goals, methods, and conclusions of the paper. You should create a handout for the class with relevant data and figures to make your presentation effective and efficient. **You may choose any article on the schedule after week three. You must let me know what article you plan to present by 9/16.** As you prepare your presentations, **I will be happy to help you with any aspects of the article you find difficult.**

Article Summaries

You must choose two articles to summarize that are **not** a part of the assigned reading for this course. However, they must deal in some way with the system of distributed morphology. I encourage you to choose articles on a topic or language that is of interest to you and which might assist you in exploring topics for your term paper. Use the LLBA database, GoogleScholar, or another service to look for articles. You can also check out LingBuzz <http://ling.auf.net/lingbuzz/> where many papers are available. I need to approve the articles as appropriate. If you are having trouble finding one, please let me know your interests and I can help you find one. **One article summary is due on 10/7 and the other is due on 11/18.**

Term Paper

In your paper, you will apply the tools learned in class to some theoretically interesting morphological problem/ phenomenon. This should be something we have not discussed much in class, preferably a problem from a language you have studied, speak, or are interested in. You may look at the phenomenon in just one language or compare the same phenomena in two or more languages, discussing variation in a systematic way.

The focus of your paper should be the in-depth description and analysis of the phenomena you are examining. Your discussion should clearly articulate the major theoretical issues involved in the analysis of the phenomena, using the system and terms we have learned in class. Note, however, *you do not have to provide a theoretically satisfying solution* (though you can certainly attempt

one). In-depth examination and discussion of the relevant issues is enough. There are no page limits, but a good paper will likely be between 12-20 pages long (double spaced). I am much more interested in the paper being focused, enlightening and well-organized than how long it is.

You must turn in a brief abstract of your topic and outline of your paper by 11/4. You must present your paper topic and analysis to the class 12/2 or 12/9 (15 min presentation). The final paper is due on 12/16 by 5pm. I would be happy to comment on early drafts.

Attendance and Participation

While not a part of your grade, attendance and participation are essential to success in this class. Every lecture will build on the previous one, making it easy to fall behind. Moreover, since we will meet only once a week, missing one class is like missing three! Coming to class and engaging the material is key. But, if at any time you feel you do not fully understand the material, please do not hesitate to e-mail me, come see me in office hours, or make an appointment.

Prerecorded Lectures

In addition to our synchronous class time, I will post one lecture per week that discusses the general question we are tackling that week, why it is important/interesting. These will be approximately 30 minutes long. I recommend viewing them before tackling that week's reading.

If you must miss class for some reason, please make arrangements ahead of time. In-class work (make-up essays) cannot be made up without prior arrangements or a documented emergency. There is a no 'extra credit' available for this course.

Tentative Schedule

This schedule is subject to change based on the pace of the class. Readings could also change, if appropriate. All readings will be made available on the course website.

week		Big Question	Readings
1	9/2	What's the source of 'generative' morphology?	Anderson (1982); Marantz (1997)
2	9/9	What would a system look like that took all generativity to be syntactic?	McGinnis (2017); Bobaljik (2015); Harley (2012) Background: Baker (1985); Halle & Marantz (1993, 1994).
3	9/16	Are paradigms real?	Williams (1994), Bobaljik (2002)
4	9/23	Are paradigms optimal?	McCarthy (2005); Bobaljik (2012)
5	9/30	How do morphological features relate to each other?	Harley & Ritter (2002); Bobaljik (2012, chp 1-3)
6	10/7	What sort of information do roots contain?	Harley (2014) + responses.

7	10/14	What about compounding?	Harley (2009), Jackson and Punske (2013)
8	10/21	How does morphology reflect event structure?	Travis (2000); Harley (2006); Embick (2004)
9	10/28	What are the local constraints on allomorphy?	Bobaljik (2000); Gribanova & Harizanov (2017)
10	11/4	What does vocabulary insertion really target?	Svenonius (2012); Embick (2014)
11	11/11	Do we need morphological templates?	Hyman (2003); Paster (2009)
12	11/18	Is there psycholinguistic evidence for full decomposition?	Flick et al (2018); Pfau (2007)
	11/25	No Class - Thanksgiving	
13	12/2	Final paper presentations	
14	12/9	Final paper presentations	

Other information:

Academic Honesty

Academic misconduct is taken very seriously at the University of Florida and in this classroom, including cheating, attempts at cheating, and plagiarism. Violations may result in disciplinary action, including failure of assignments, the course, or other consequences. As stated in the student honor code policy, all work submitted for credit by students at UF, “the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.” More information is available here: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Accommodations for students with disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. More information at:

<http://www.dso.ufl.edu/drc>

Course evaluations. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at:

<https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results>