Linguistics 105, Morphology

Fall Quarter 2014
Lecture: MW 4:00-5:50, Bunche 3156
Discussion 1a: Th 9:00-9:50, Haines A28
Discussion 1b: Th 12:00-12:50, MS 3915D

Course website: http://www.linguistics.ucla.edu/people/schuh/Lx105/

Instructor: Russell G. Schuh
Office: 2126A Campbell
Phone: (310) 720-2663
e-mail: schuh@humnet.ucla.edu
Mailbox: 3125 Campbell
Office hours: W 10-12; Th 8-9, 11-12

Teaching Assistant: Adeline Tan
Office: 2209 Campbell
e-mail: aderaetan@ucla.edu
Mailbox: 3125 Campbell
Office hours: TBA

Prerequisite: Linguistics 20

Textbooks:

Linguistics 105 Course Reader. UCLA Course Reader Solutions, 2014.

Other worthwhile texts at a similar level:

Geert Booij, The Grammar of Words: An Introduction to Morphology (2nd edition), Oxford University Press, 2007. [Perhaps slightly more advanced than Lieber or Haspelmath but could be a 105 textbook. A little heavy on Dutch for examples, and the author is a bit stronger in asserting his theoretical views than Haspelmath.]
Francis Katamba, Morphology, New York: St. Martin’s Press, 1993. [More focus on theoretical issues than Lieber or Haspelmath. A lot of material relevant to Linguistics 105, but probably not a good textbook for the course because it doesn’t concentrate enough on basic analytical techniques.]
Rochelle Lieber, Introducing Morphology, Cambridge University Press, 2010. [A 2nd edition may now be available. This is a good book. I used it as the text for this course 2010-2012 because the first edition of the Haspelmath book went out of print in 2009. I like the Haspelmath & Sims book a little better mainly because it illustrates points with more data from more languages.]
P.H. Matthews, Morphology: An Introduction to the Theory of Word Structure, 2nd ed., Cambridge: Cambridge University Press, 1987. [The first textbook on morphology in the generative era and hence a little dated. Also not oriented toward teaching students basic analytical techniques. However, it is widely referred to.]
Eugene A. Nida, Morphology: The Descriptive Analysis of Words, 2nd edition, Ann Arbor MI: University of Michigan Press, 1949. [This is THE classic textbook on morphological analysis, used by everyone in my generation and even later. It exemplifies the American structuralist tradition, which focuses on discovering and classifying linguistic units rather than formalism that attempts to characterize speakers’ knowledge, but the basic analytical techniques remain valid. In 105, we
will largely be following the program of analysis laid out in this book. The book has a wealth of problems, largely from indigenous languages of the US and Mexico. It also has a lot of artificial data sets meant to give practice in analysis, but with so many real languages that have so much interesting morphology, I see no point in messing with data that some linguist cooked up in an office.]

Andrew Spencer, *Morphological Theory: An Introduction to Word Structure in Generative Grammar*, Cambridge: Blackwell, 1991. [As the title implies, this is really a book about morphological theory rather than analysis, but it covers many basic issues. It would be a candidate for a second level course on morphology.]

**Purpose of the course:** Everyone in this class has studied at least one foreign language. One of the major problems we have all faced when learning a foreign language is how to create correct forms of words for doing everything from distinguishing past tense from present tense to differentiating nouns that refer to males from those referring to females. Learning how to do these things is learning the *morphology* of the language, that is, learning about *word structure*. As with other complex subsystems of languages, such as sound systems and grammatical systems, linguists assume that speakers of languages must be (subconsciously) applying some general principles as they produce and parse multi-part words of their languages, and because humans are not born predestined to speak some particular language, there must be principles that all humans have access to that they can apply in acquiring and learning whatever language they are exposed to. The ultimate goal of the linguistic study of *morphology* is to understand the general principles of word building, but in order to do so linguists must develop techniques for analyzing and describing word structure in a coherent way. This course will concentrate on the latter endeavor but will attempt to provide some insights into the former.

**Course Work and Grading**

Your course work and relative weighting for your course grade will consist of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>56</td>
<td>28%</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>32</td>
<td>16%</td>
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<tr>
<td>Paper prospectus</td>
<td>4</td>
<td>2%</td>
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<tr>
<td>Paper</td>
<td>48</td>
<td>24%</td>
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<tr>
<td>Final exam</td>
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**Grade calculation and grade posting:** We grade on a curve. We base your letter grade on where you fall on a curve of a possible 200 cumulative points. You will receive point scores rather than letter grades on individual items, but you will be able to keep track of your standing with respect to the rest of the class by checking Linguistics 105 in the grade book on your my.ucla web site. We will not calculate attendance or participation into the point total, but Adeline and I will be keeping mental track, and these factors may play a role in borderline cases.

**Assignments:** You will have one written assignment per week in weeks 1-8. Each assignment will be worth 7 points (3.5% of the grade). Assignments will consist primarily of data analysis problems. The routine will be as follows: (1) receive new assignment in section each week, (2) submit completed assignment in section the following week, (3) receive graded assignment in the week following that. **IF YOU MISS A SECTION, IT IS YOUR RESPONSIBILITY TO GET THE NEW ASSIGNMENT AND TURN IN THE COMPLETED ASSIGNMENT FOR THAT WEEK ON TIME. WE RESERVE THE RIGHT TO ADJUST ASSIGNMENT SCORES FOR LATE ASSIGNMENTS, INCLUDING GIVING NO POINTS. UNDER NO
CIRCUMSTANCES WILL AN ASSIGNMENT BE ACCEPTED FOR A GRADE AFTER CORRECTED ASSIGNMENTS HAVE BEEN RETURNED. We will post a downloadable version of each assignment on the course website, and once a corrected assignment has been returned, we will post a key.

**Weekly quizzes:** There will be a quiz each week, weeks 1-10. Each quiz will be worth four points (2% of the grade), and we will drop the LOWEST TWO of the ten quiz scores for a total of 32 points (16% of the grade total). In general the quizzes will be on Mondays, though we may sometimes put the quiz off until Wednesday depending on what we have covered in lectures. (The quiz the first week will be on Wednesday since there won’t be anything to be quizzed on on Monday, the first day of classes!) We will pass quizzes out at 4:00 PM and collect them at 4:20. **COME TO CLASS ON TIME! WE WILL COLLECT QUIZZES AT 4:20 WHETHER YOU HAVE FINISHED OR NOT!** We will announce on Wednesday the topic for the quiz for the following week.

**Paper and paper prospectus:** You will write a paper utilizing the concepts covered in Linguistics 105. You will be required to e-mail a one paragraph prospectus of your paper sometime during weeks 7-8. **YOU SHOULD FEEL FREE TO ASK ME ABOUT THE FEASIBILITY OF YOUR PAPER TOPIC BEFORE SENDING YOUR PROSPECTUS.** The deadline for receiving your prospectus is Wednesday of week 8. I will respond with comments on your prospectus by week 9. The completed paper is due Thursday of final exam week. Following this course outline is a summary of what your paper prospectus and the paper itself should cover.

**Final exam:** The final exam will consist primarily of data analysis problems of the types we will have covered throughout the course. It will be cumulative in the sense that you will have to apply the full range of concepts that you learned throughout the course.

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**Course Outline**

The course outline below lists the planned order of events, but there will be adjustments in the time allotted to each topic. It is unlikely that we will get through everything listed here.

**RECOMMENDATION:** At least skim through the whole Haspelmath & Sims (H & S) book during week 1. This will give you an idea of what morphology is and how linguists think about it. Then review the assigned sections for each week as the course progresses. The focus of the course is practicing methods of systematically organizing morphological data; the focus of the book is describing the field of morphology. Those goals are complementary, and tend to require different orders of presentation.

**Week 1:** Overview and goals; basics of morphological analysis

(10/5, 10/7) H & S, Chapters 1-2

Quiz 1 on Wednesday; Assignment 1 to be passed out in sections on Thursday

- Linguists’ approaches to morphology
- Definition and exemplification of basic terms
- Principles of morphological analysis from Nida (1949)

**Week 2:** Morphemes and Allomorphs

(10/13, 10/15) H & S, Chapter 2 §2.3, Chapter 10

Quiz 2; Assignment 1 due in sections and Assignment 2 passed out
• Recognizing morphemes and allomorphs—more from Nida (1949)
• Types of allomorphs and conditioning of allomorphy
• Productivity of allomorphic alternations
• Formal statement of allomorphy

Week 3: Types of Morphological Expression I
(10/20, 10/22) H & S, Chapter 3 [Haspelmath 1st edition did a better job on this, but unfortunately, none of the current textbooks are as good as Nida’s 1949 classic text on this]
Quiz 3; Assignment 2 due in sections Assignment 3 passed out

• Concatenative morphology: affixes, reduplication
• Non-concatenative morphology: replacives, root-and-pattern morphology

Week 4: Types of Morphological Expression II
(10/27, 10/29) H & S, Chapter 3, §3.1 [see note for Week 3 on shortcoming of texts]
Quiz 4; Assignment 3 due in sections and Assignment 4 passed out

• Some difficult cases in morphological analysis and classification
• A nod to traditional classification of languages by morphological types

Week 5: Formalization of Morphology
(11/3, 11/5) H & S, Chapter 3, esp. §3.2, Chapter 4
Quiz 5; Assignment 4 due in sections Assignment 5 passed out

• The nature of the lexicon and ways of modeling it
• Item-and-arrangement and item and process models
• Syntax-like models: lexical items, rules, and trees
• Morpheme-based model and level ordering
• Word-based model and word schemas

Week 6: Derivation and Inflection I
(11/10, 11/12) H & S, Chapter 5; Chapter 8 §§8.1-2
Quiz 6; Assignment 5 due in sections and Assignment 6 passed out

• Inflection: typical categories
• Derivation: typical categories
• Restrictedness of inflection types vs. open-endedness of derivation types

Week 7: Derivation and Inflection II
(11/17, 11/19) H & S, Chapter 5; Chapter 8 §§8.1-2 (continued)
Quiz 7; Assignment 6 due in sections and Assignment 7 passed out

• Criteria for distinguishing derivation and inflection: dichotomy or continuum?
• Fuzzy cases at the derivation ~ inflection interface
• Russian and Korean morphology as examples of derivation vs. inflection

Week 8: Compounding
(11/24, 11/26) H & S, Chapter 7, Chapter 9 §9.1
Quiz 8; Assignment 7 due Tuesday, 12/1 at the latest

• 11/26: DEADLINE FOR PAPER PROSPECTUSES
• Defining compounds
• (Maybe) Endocentric vs. exocentric compounds
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Course Outline

• 11/27: THANKSGIVING HOLIDAY—no sections this week; Assignment 7 will be due Tuesday, 12/1 at the latest; Assignment 8 will be distributed in sections 12/4

Week 9:
(T2/1, T2/3)
Compounding (continued); Productivity and Creativity
H & S, Chapter 7, Chapter 9 §9.1 (continued); Chapter 6
Quiz 9; Assignment 8 passed out in sections,

• Compounds are hierarchically structured entities (trees)
• Fuzzy cases between compounds and derivation
• Possible and impossible words: limitations on morphological rules

Week 10:
(T2/8, T2/10)
Productivity and Creativity; finishing up
H & S, Chapter 6 (continued)
Quiz 10; Assignment 8 due in sections, but it would be nice for Adeline and me to get them earlier if possible!

• Types of limitations on productivity: phonology, morphology, pragmatics, syntax, existing lexical forms
• Measuring productivity and speakers’ knowledge of productivity
• 12/10: Finish up; TIME FOR COURSE EVALUATIONS—course evaluations are now done online. I will end the lecture time early. If you have not completed the course evaluation, please bring your computer or mobile device and use this time to complete the course evaluation.

Final examination week (12/15-12/19)

COURSE PAPER: Due Thursday, December 18 by 5:00 PM—but I would not mind getting papers earlier so that I can start reading them before the end of finals week!

FINAL EXAMINATION: Tuesday, December 16, 8:00-11:00 AM
Problems similar to those on assignments
Paper and Prospectus

Your paper and the prospectus of your paper together will count for 26% or your grade. In the paper, you will apply the principles of Linguistics 105 to analyze some aspect of the morphology of a language of your choosing.

Prospectus

The prospectus is a paragraph naming the language and summarizing the issues you expect to explore. You will send the prospectus to me by e-mail (either as the text of an e-mail message or as an attachment) by Wednesday of week 8 at the latest.

Your paper should run 7-10 pages, double-spaced, 12-point type. DUE THURSDAY OF FINAL EXAM WEEK (12/13). SUBMIT YOUR PAPER ELECTRONICALLY AS AN E-MAIL ATTACHMENT. PDF format is safest if you use any special fonts.

Your paper should have the following components:

(1) Background: A brief background statement of the language you will be working on (language family, geographical location, comments on use, such as whether the language has a “standard” form, a writing system, etc.) and a short statement of the morphological issues that you will explore. This section should also include a statement of conventions you plan to use, such as your transcription system and how you mark morpheme breaks.

(2) Description: A well-illustrated and well-organized description of the data for the area of morphology that you are studying. Descriptions of morphology are almost always organized as paradigms, and you should plan to do this. Paradigms are not only a way to present data that provides a clear reference point for the reader, but also, paradigms immediately expose gaps in your data if there are any. By the time you write your paper, you will have seen lots of examples of this manner of data presentation, and you should refer to those.

(3) Analysis: Some possible paper topics are the following:

- **Description of morphology:** Description of some aspect of morphology of your language, with morphological structures clearly laid out and discussion of any issues the morphology raises, e.g. limits on productivity, blurring of inflection/derivation interface, unusual morphological categories, “holes” in a paradigm, homophony vs. polyfunctionality, differences in morphology for native vs. borrowed words, etc.

- **Morphological analysis of a text:** Description of the morphology of selected constructions from a text. We will do this as a class exercise based on the text that appears in the balloons of cartoons in one or more languages. Cartoons are nice not only because the pictures add interest but because the amount of text is usually limited so as not to be overwhelming, and they typically have dialog that involves inflectional forms that might not appear in a prose narrative or descriptive passage. A paper analyzing morphology in a text would generally select just some of the constructions found in the text and expand the description to give complete paradigms or other relevant aspects of the morphology that the text doesn’t actually exemplify.

- **Issues in morphology:** This would be similar to a “descriptive” topic, but you would take an issue first (claims about how derivation differs from inflection, claims about how compounding differs from derivation, claims about whether or not semi-productive processes are best accounted for by rules, etc.), then show how data from a particular language speaks to the issue.
• **Comparison or testing of descriptive frameworks:** Show how different descriptive frameworks ("morpheme-based", "word-based", "item-and-arrangement", "item-and-process", etc.) might handle the same dataset and (dis)advantages of each.

• (Especially for students who have taken 120A) **Morphophonology:** Discuss morphophonological alternations in some language and use what you learned in 120A to formalize them.

• (Especially for students who have taken 120B) **Interaction of syntax and morphology:** Some ideas would be the syntax of agreement (how is agreement morphology assigned to verbs or nominal adjuncts?), the syntax of valence changing morphology (how does passive or causative morphology interact with syntactic structure?).

• (Especially for students who have taken 110) **Morphological change:** Where do morphemes come from, how does morphology change through analogy, how is morphological structure changed by back-formation?

**For download from the course website**

**Sample papers:** The following are currently available. New ones may get added.

“Agentive nouns and derived verbs in Hausa”: Examines two *derivational* processes in Hausa (a Chadic language of northern Nigeria), proposes a formalization, and addresses issues of *productivity* and *compositionality*.

“Tamazhaq direct object pronouns”: Examines verbal *inflection* in Tamazhaq (a Berber language spoken in the southern Sahara desert), in particular, object pronouns, which are affixes to verbs. As a formalization, the paper uses the “Extended Word and Paradigm” model to handle pronoun *allomorphy*, and shows the linguistic value of viewing inflection in terms of a *paradigm*. The formalization of this paper may be over-technical for a 105 paper, but the generalizations in the data could be described less formally and still make a good 105 paper.

“A Hausa story and Hausa verb morphology”: Uses a recorded narration in Hausa of a story depicted in a cartoon. Using verb forms that come up in the story as a starting point, the paper lays out the system of verb stem classification traditionally referred to as the “Grade” system. The paper then discusses the issue of whether the Grade system of Hausa is (primarily) inflectional or (primarily) derivational, using criteria for this distinction that we discuss in class.

“Semantic relations and stress in English compounds”: Compounding is by far the most productive word formation process in English. English compounds are often recognized by a particular stress pattern (compare *HOT dog* with “compound stress” to *hot DOG* with “phrasal stress”). However, some compounds have phrasal stress. One such type is where the first part is the material of which the second is made, e.g. *air GUITAR*. This paper attempts to work out the semantic classes of compounds that have compound stress vs. phrasal stress.

**Additional paper ideas:** A PDF document that expands on the paper ideas above is available for download from the website. I may be revising this from time to time as new ideas occur to me.
REFERENCES: The style that all linguists use for citing references is the one that I think comes from anthropology. All references cited are listed at the end of the paper in the format AUTHOR. DATE OF PUBLICATION. NAME OF ARTICLE OR BOOK. OTHER INFO. In the text, citations are by AUTHOR (DATE), e.g. Schuh (2008) or Schuh (2008:25) if the specific citation is on page 25. See articles in any linguistics journal or in the sample papers for this course for examples. DO NOT PUT CITATIONS IN FOOTNOTES! DO NOT PUT “Print” FOLLOWING A REFERENCE IN THE LIST OF REFERENCES! This latter is a piece of nonsense cooked up by the Modern Language Association (MLA) and, unfortunately, it seems to have been passed on in high school English classes. DON’T DO IT! Regardless of the fact that the internet is now a source for much information, the default source for scholarly information is still printed articles and books, which have presumably undergone some sort of review. The fact that many such articles now can be found online is irrelevant!

NOTE TO STUDENTS WRITING ON KOREAN OR ON A LANGUAGE THAT USES THE CYRILLIC ALPHABET: For Korean, if you do not know how to use the Yale transliteration system, please use Hangul to write Korean examples. Transliteration systems other than Yale and Hankul, including IPA, are terrible representations of the language! The same goes for Russian, Bulgarian, and other languages that use Cyrillic. For me, the Cyrillic is easier to read and interpret than some bad attempt at using a Romanization or IPA.