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# Morphology

## LING 330/3.0 - Syllabus

Department of Languages, Literatures, and Cultures

Fall 2020

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**Instructor:** Charlotte Reinholtz  
*Email:* c.reinholtz@queensu.ca  
*Timetable slot:* Monday 11:30-1:00 & Thursday 1:00-2:30  
*Office hours:* Monday 2:00-3:00 & Tuesday 3:30-4:30, or by appointment. Office hours work on a drop-in basis, and will be held via Zoom at this link: <insert>

### Remote Course Design

As you know, Fall 2020 courses are offered remotely to keep everyone safe. This course will have a combination of ‘live’ class meetings and ‘online’ materials that you can access at any time on the onQ website.

‘Live’ class meetings (except small group discussions) will be recorded and made available on the onQ website. Lecture slides will also be posted separately so you can access them directly.

All ‘live’ class meetings will be held via Zoom at this link: <insert> ‘Live’ class meetings will take place in our timetabled slot (Monday 8:30-10:00 & Thursday 10:00-11:30), but will usually last 30-50 minutes instead of 1.5 hours. This is to minimize “Zoom fatigue”.

There will be a *weekly overview* with a brief introduction to the week’s topic and a schedule of activities for the week.

The schedule for each week will follow the same basic format:

- *Weekly overview & workshop exercises:* Available Wednesday of the preceding week
- *Reading:* Quick first read before Monday
- *‘Live’ lecture and Q&A session:* Monday
- *Check-in survey:* Due Tuesday
- *Workshop exercises:* Prepare for Thursday
- *‘Live’ workshop and Q&A session:* Thursday

*Assignments* (posted a week in advance) should be submitted Thursday evening, the week they are due.

*Links & Resources:* The onQ website also has a *Links & Resources* section which provides supplementary references and links to relevant resources on the web.

*Discussion Board:* Finally the onQ website has a *Discussion Board*. This is a space where you can talk to each other about anything relating to the course. I will drop in from time to time to respond to any questions.

### Course Description

This course provides a foundation in morphology. The aim of the course is to provide familiarity with a broad range of morphological phenomena and an understanding of how these inform morphological theories. The course draws on linguistic data from a wide variety of languages, including the languages of the Anishinaabe and Haudenosaunee, on whose traditional territory Queen's is located.

**Prerequisites:** LING 100/6.0 or permission of the Department.

### Required Textbook

Aronoff, Mark and Kirsten Fudeman. 2011. *What is Morphology?* Wiley-Blackwell.  
You need the second edition! Available in the Campus Bookstore as paperback or e-book.

### Learning Outcomes

At the end of this course students should:

- Have demonstrated a good understanding of morphology as a field of study.
- Be able to explain and apply basic concepts in morphology.
- Be able to identify and describe a variety of morphological phenomena in novel linguistic data sets.
- Be able to critically read and evaluate morphological analysis and argumentation.

### Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to [Queen's Official Grade Conversion Scale](#).

<b>Grading Scheme:</b>	Assignments (best 3 out of 4)	65%
	Final Take-Home Exam	30%
	Surveys	3%
	Participation	2% (+1% bonus)

### Course Requirements

#### 1. Readings

Every week, there will be an assigned reading from the textbook (usually 10-20 pages). Do a quick first read before Monday. Bring any questions you have to the 'live' lecture and Q&A session on Monday (or drop in for a visit during [office hours](#)). Then read a second time.

#### 2. 'Live' Class Meetings

Every week, there will be two 'live' class meetings: 1) a 'live' lecture and Q&A session on the week's topic; 2) a 'live' workshop with small group work on the week's workshop

exercises, followed by full class presentation of exercise answers and Q&A session.

3. *Workshop Exercises*

Every week, there will be a set of workshop exercises with questions and/or problems that apply concepts, method, and tools of analysis covered in the assigned reading. The purpose of the exercises is to prepare you to tackle questions and problems in upcoming written work.

You should plan to prepare answers to the workshop exercises *before* the ‘live’ workshop on Thursday. Get as far as you can. Then bring your answers to the Workshop meeting.

4. *Assignments*

There will be four written assignments. Submission is electronic and closes Thursday evening, the week they are due (see [Course Calendar](#)). All assignments should be submitted electronically as PDF documents. Handwritten, scanned submissions will not be accepted.

Assignments are individual pieces of work (not group work), and carry 65% of your grade. The lowest assignment grade will be dropped when your overall assignment grade is calculated.

5. *Final Take-home Exam*

There will be a final take-home exam (due Dec 17). This should be submitted electronically as a PDF document. Handwritten, scanned submissions will not be accepted. Like the assignments, the final take-home exam is an individual piece of work (not group work). It carries 30% of your grade.

6. *Check-in Surveys*

Every week, there will be a brief check-in survey of material covered that week. The purpose of the survey is to check for points that need follow-up in upcoming class meetings. The survey will usually ask what you found most/least clear, and what questions you have. There may also be questions about a particular concept or phenomenon covered that week.

Surveys will usually be evaluated for completion only. However, if you give extremely minimal responses, this may be factored into your final Participation grade.

7. Participation refers to your active engagement in the course material and activities, AND your interaction with me and other students in this course. This includes: working on the weekly reading and workshop exercises, meeting with me during office hours, completing the weekly survey, and active engagement and relevant contributions to the discussion board and/or discussions and Q&A sessions in ‘live’ class meetings.

Participation by itself carries 2% of your grade. In addition, regular, consistent and active participation throughout the course may earn a 1% bonus to your overall course grade.

## Course Policies

### *Late Policy*

If you need to make arrangements to submit an assignment late, you must contact me via email *before* the day the assignment is due, and you must confirm the extension we agree on. Late work will not otherwise be accepted, except in cases of unforeseeable emergencies. Please note that I cannot accept late assignments after feedback has been provided to the class.

### *Contacting Me*

During [office hours](#), you can reach me via Zoom at the following link: [<insert link>](#). Outside drop-in hours, you can reach me by email.

To balance work and other parts of life during this Fall 2020 remote teaching term, I ask that you keep communications with me to weekday working hours: Monday to Friday between 8:30 a.m. and 5:30 p.m. I usually respond to emails within 24 hours (except late Friday emails).

### *Email*

The use of your official Queen's University email is required for all email exchanges in this course. Begin your subject line with "**LING 330**", and **please give your full name**.

### *Recordings of 'live' lectures - Privacy Policy*

Please keep in mind that recordings of 'live' lectures are **not** public and should **not** be shared. Under no circumstances should they be posted online or otherwise shared with anyone not registered in this LING 330 Morphology course (Fall 2020).

### *Copyright of Course Materials*

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### *Disability Accommodations*

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the [Student Wellness Website](#).

The resources of the Queen's Learning Commons and Student Wellness Services are available to all students (whether or not they are registered for Disability Accommodations).

I would also encourage all of you to contact me if there are any circumstances that may affect your participation in the course. This could be personal, related to physical or mental health, or arising from issues in your family or personal life. The sooner you contact me, the earlier we can discuss what adjustments to the coursework may be possible to accommodate your circumstances.

### ***Academic Consideration for Students in Extenuating Circumstances***

*The Senate Policy on Academic Consideration for Students in Extenuating Circumstances* (accessible at the [Student Wellness Services website](#)) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request through the [Queen' Arts & Science Academic Consideration and Accommodation web page](#). Students in other Faculties and Schools should refer to the protocol for their home Faculty.

### ***Academic Integrity***

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at [Integrity@Queen's University](mailto:Integrity@Queen's University), along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

**Course Calendar** See next two pages.

## Course Calendar (Tentative)

Details of the course calendar may need to be adjusted during the term. If so, you will be notified via email and the modified course calendar will be posted on the course website.

<i>Week 0 - Orientation</i>	
'Live' orientation & tour of onQ website	Sep 10
<i>Week 1 - Basic Concepts (Chapter 1)</i>	
'Live' lecture and Q&A session	Sep 14
Check-in Survey	Sep 15
'Live' Workshop and Q&A session	Sep 17
<i>Week 2 - Words and Lexemes (Chapter 2, 2, §1-§3)</i>	
'Live' lecture and Q&A session	Sep 21
Check-in Survey	Sep 22
'Live' Workshop and Q&A session	Sep 24
<i>Week 3 - Approaches to Morphology (Chapter 2, §4-7)</i>	
'Live' lecture and Q&A session	Sep 28
Check-in Survey	Sep 29
'Live' Workshop and Q&A session	Oct 01
<b>Assignment 1: Electronic submission</b>	<b>Oct 01</b>
<i>Week 4 - Morphology &amp; Phonology (Chapter 3, §1-6)</i>	
'Live' lecture and Q&A session	Oct 05
Check-in Survey	Oct 06
'Live' Workshop and Q&A session	Oct 08
<i>Week 5 - Catch-up &amp; Review</i>	
<b>Thanksgiving - no class</b>	Oct 12
Check-in Survey	Oct 13
'Live' Lecture, Workshop and Q&A session	Oct 15
<i>Week 6 - Derivation &amp; the Lexicon (Chapter, 4, §1-4)</i>	
'Live' lecture and Q&A session	Oct 19
Check-in Survey	Oct 20
'Live' Workshop and Q&A session	Oct 22
<b>Assignment 2: Electronic submission</b>	<b>Oct 22</b>
<b>Fall mid-term Break - no classes Oct 26-30</b>	

Continued on next page ...

Course Calendar (continued)

*Week 7 - Derivation & Semantics (Chapter 5, §1-3)*

'Live' lecture and Q&A session	Nov 02
Check-in Survey	Nov 03
'Live' Workshop and Q&A session	Nov 05

*Week 8 - Inflectional Morphology (Chapter 6, §1-3)*

'Live' lecture and Q&A session	Nov 09
Check-in Survey	Nov 10
'Live' Workshop and Q&A session	Nov 12
<b>Assignment 3: Electronic submission</b>	<b>Nov 12</b>

*Week 9 - Syncretism & Typology (Chapter 6, §4-6)*

'Live' lecture and Q&A session	Nov 16
Check-in Survey	Nov 17
'Live' Workshop and Q&A session	Nov 19

*Week 10 - Morphology & Syntax (Chapter 7, §1-5)*

'Live' lecture and Q&A session	Nov 23
Check-in Survey	Nov 24
'Live' Workshop and Q&A session	Nov 26
<b>Assignment 4: Electronic submission</b>	<b>Nov 26</b>

*Week 11 - Productivity & Constraints (Chapter 8, §1-7)*

'Live' lecture and Q&A session	Nov 30
Check-in Survey	Dec 01
'Live' Workshop and Q&A session	Dec 03

*Week 12 - Review & Practice*

'Live' Workshop and Q&A session	Dec 07
<b>Final Take-Home Exam: Electronic submission</b>	<b>Dec 17</b>

If you have any questions about the course calendar, please feel free to contact me by email.