

LIN 6410  
**Issues in Morphology**  
T 3-4<sup>th</sup>, R 3<sup>rd</sup>

Instructor: Dr. Brent Henderson  
Office: 4125/4131 Turlington Hall  
Office phone: 294-7454  
Office hours: Wednesdays 7th; Mondays 4<sup>th</sup> and 5<sup>th</sup> period, by appt/zoom  
E-mail: [bhendrsn@ufl.edu](mailto:bhendrsn@ufl.edu)  
Course website on E-Learning: <https://elearning.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. Although we're focused on morphological theory, this class is just as much about learning to read well, think critically, and formulate good questions.

*Objectives*

- Familiarize students with basic and contemporary issues in morphological theory.
- Provide experience with reading, engaging with and presenting 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://elearning.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

### *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. 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 readings and ideas.

### *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 30 min presentation and 10 minutes for questions. Your discussion should tell the main 'narrative' of the paper, covering the major goals, methods, and conclusions of the paper. You will not be able to cover everything in 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 9/12.** 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 10/10 and the other is due on 11/14.**

### *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 10-16 pages long (single-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 11/1. You must present your paper topic and analysis to the class during the last week and a half of classes; (20 min presentation). The final paper is due on 12/10.** I would be happy to comment on early/partial drafts.

#### *Attendance and Participation*

While not a part of your grade, attendance and participation are essential to success in this class. Keeping up with the readings and being an active participant in class is key. It will be a very boring course if you come to class unprepared.

#### *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	8/21	Overview	
2	8/26	What's the source of 'generative' morphology?	Anderson (1982); Marantz (1997)
	8/28		
3	9/2	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).
	9/4		
4	9/9	What sort of information do roots contain?	Embick (2020); Harley (2014) (+ see replies to Harley 2014)
	9/11		
5	9/16	Are paradigms real?	Williams (1994), Bobaljik (2002), Kramer & Sande (2023)
	9/18		
6	9/23	What are the local constraints on allomorphy?	Bobaljik (2000); Embick (2022); Kalin (2022)
	9/25		
7	9/30	What are the sources of typological	Harley & Ritter (2002); Bobaljik

		universals?	(2012, chp 1-3); Weisser (2018)
	10/2		
8	10/7	Do we need morphological templates?	Hyman (2003); Zukoff (2023)
	10/9		
9	10/14	How does morphology reflect event structure?	Travis (2000); Harley (2006); Embick (2004)
	10/16		
10	10/21	How does morphology change over time?	Alexiadou (2021); Calabrese & Grestenberger (2024)
	10/23	NO CLASS	
11	10/28	What does vocabulary insertion really target?	Svenonius (2012); Embick (2014)
	10/30		
12	11/4	Is there psycholinguistic evidence for morphological decomposition?	Flick et al (2018); Stockall & Gwilliams; Bonus: Pfau (2007)
	11/6		
13	11/11	NO CLASS – Veteran’s Day	
	11/13	Open	
14	11/18	Presentations and feedback	
	11/20	Presentations and feedback	
		No Class - Thanksgiving	
15	12/2	Presentations and feedback; wrap up	

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

There you will find important information concerning:

- Attendance and make-up policies
- DRC information
- GPA
- Gator Evals
- Academic Honesty

- In-class recording
- Academic and wellness resources