

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/21/2015

1b. Department/Division: Linguistics

1c. Contact Person

Name: Edward R. Barrett

Email: erbarr2@uky.edu

Phone: 859-257-3114

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: LIN 705

2c. Full Title: Advanced Seminar in Morphology (subtitle required)

2d. Transcript Title: Adv Sem in Morphology

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Seminar in special topics in linguistic morphology; examples of prospective topics include: morphotactics, morphological complexity, morphological interfaces, paradigm-based morphology. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

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SENATE COUNCIL

2k. Prerequisites, if any: LIN 605 (Advanced Morphology) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: This will be one of several 700-level courses offered on a regular cycle for graduate students in the degree program.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 7-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Ph.D. in Linguistics

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ARHIPP2|Andrew R Hippisley|LIN 705 NEW Dept Review|20150317

SIGNATURE|ACSI222|Anna C Harmon|LIN 705 NEW College Review|20150922

SIGNATURE|ZNNIKO0|Roshan Nikou|LIN 705 NEW Graduate Council Review|20151210

New Course Form

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	5390	LIN 705 sample syllabus.pdf

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Seminar in special topics in linguistic morphology; examples of prospective topics include: morphotactics, morphological complexity, morphological interfaces, paradigm-based morphology. May be repeated under different subtitles to a maximum of six credits. This course may require LIN 740 taken concurrently.

k. Prerequisites, if any:

LIN 605 (Advanced Morphology) or similar course approved by the Director of Graduate Studies; may require LIN 740 taken concurrently.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: This will be one of several 700-level courses offered on a regular cycle for graduate s

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 7-10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Ph.D. in Linguistics

b. * Will this course be a new requirement² for ANY program? Yes No

If YES², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

LIN 705
Advanced Seminar in Morphology
Required subtitle: Morphotactics

Instructor: *Gregory T. Stump*

Email: *gstump@uky.edu*

Office phone: *859-257-1184*

Office address: *1365 POT*

Preferred method on contact: *email*

Office Hours: *TR 1:00 pm – 2:30 pm*

Prerequisite: LIN 605 (Advanced Morphology) or similar course approved by the Director of Graduate Studies. This course may require LIN 740 taken concurrently.

Course description: Seminar in special topics in linguistic morphology; examples of prospective topics are morphotactics, morphological complexity, morphological interfaces, paradigm-based morphology. May be repeated under different subtitle to a maximum of six credits.

Student learning outcomes: Upon completion of the course students

- will be able to identify significant issues in contemporary linguistic morphology and to verbally articulate their significance to an audience of linguists;
- will be able to give accurate interpretations of primary research literature in morphology, both in writing and in spoken presentations; and
- will be able to conduct primary research in linguistic morphology culminating in publication-quality articles.

Course objectives: This seminar will allow advanced graduate students to pursue original research in linguistic morphology. Each student will investigate a specific question or issue in the field of morphology: s/he will assign readings related to that topic and will lead discussions of those readings with other seminar participants. (I will likewise assign some readings and lead discussions of them.) Each student will conduct original research on the specific topic that s/he has chosen; this research will culminate in both a written paper and an in-class presentation of her/his findings, analyses and conclusions. The research may be theoretical, documentary, experimental or computational in nature.

Required materials: For my own lectures and discussions, I will assign the following readings (where an asterisk indicates that the assigned reading will be one or more selected chapters rather than the entire book).

*ANDERSON, STEPHEN R. 1992. *A-morphous morphology*. Cambridge: Cambridge University Press.

BAKER, MARK. 1985. The Mirror Principle and morphosyntactic explanation. *Linguistic Inquiry* 16, 537–576.

BICKEL, BALTHASAR; GOMA BANJADE; MARTIN GAENZLE; ELENA LIEVEN; NETRA PRASAD PAUDYAL; ICHCHHA PURNA RAI; MANOJ RAI; NOVEL KISHORE RAI; & SABINE STOLL. 2007. Free prefix ordering in Chintang. *Language* 83, 43–73.

BLEVINS, JAMES. 2006. Word-based morphology. *Journal of Linguistics* 42, 531–573.

*BLOOMFIELD, LEONARD. 1933. *Language*. New York: Henry Holt and Co.

FULMER, S. LEE. 1991. Dual-position affixes in Afar: An argument for phonologically driven morphology. In Aaron L. Halpern (ed.), *Proceedings of the Ninth West Coast Conference on Formal Linguistics*, 189–203. Stanford: CSLI Publications.

HALLE, MORRIS & ALEC MARANTZ. 1993. Distributed Morphology and the pieces of inflection. In Kenneth Hale & Samuel J. Keyser (eds.), *The view from Building 20: Linguistic essays in honor of Sylvain Bromberger*, 111–76. Cambridge MA: MIT Press.

- *HARRIS, ALICE C. 2002. *Endoclititics and the origins of Udi morphosyntax*. Oxford: Oxford University Press.
- HARRIS, ZELIG S. 1942. Morpheme alternants in linguistic analysis. *Language* 18, 169–80.
- HOCKETT, CHARLES F. 1947. Problems of morphemic analysis. *Language* 23, 321–43.
- HYMAN, LARRY. 2003. Suffix ordering in Bantu: A morphocentric approach. In Geert Booij & Jaap van Marle (eds.), *Yearbook of Morphology 2002*, 245–281. Dordrecht: Springer.
- JANDA, RICHARD D. 1983. “Morphemes” aren’t something that grows on trees: Morphology as more the phonology than the syntax of words. In J. F. Richardson, M. Marks & A. Chukerman (eds.), *Papers from the parasession on the interplay of phonology, morphology, and syntax*, 79–95. Chicago: Chicago Linguistic Society.
- KIM, YUNI. 2010. Phonological and morphological conditions on affix order in Huave. *Morphology* 20, 133–163.
- LUÍS, ANA, & ANDREW SPENCER. 2005. A paradigm function account of ‘mesoclitisis’ in European Portuguese. In Geert Booij & Jaap van Marle (eds.), *Yearbook of Morphology 2004*, 177–228. Dordrecht: Springer.
- MANOVA, STELA, & MARK ARONOFF. 2010. Modeling affix order. *Morphology* 20, 109–131.
- *MATTHEWS, P. H. 1972. *Inflectional morphology: A theoretical study based on aspects of Latin verb conjugation*. Cambridge: Cambridge University Press.
- NEVIS, JOEL A., & BRIAN D. JOSEPH. 1992. Wackernagel affixes: evidence from Balto-Slavic. In Geert Booij & Jaap van Marle (eds.), *Yearbook of morphology* 3, 93–111. Dordrecht: Kluwer.
- NORDLINGER, RACHEL. 2010. Verbal morphology in Murrinh-Patha: Evidence for templates. *Morphology* 20, 321–341.
- NOYER, ROLF. 1994. Mobile affixes in Huave: Optimality and morphological wellformedness. In Erin Duncan, Donka Farkas & Philip Spaelti (eds.), *Proceedings of the Twelfth West Coast Conference on Formal Linguistics*, 67–82. Stanford: CSLI Publications.
- *PASTER, MARY ELIZABETH. 2006. *Phonological conditions on affixation*. Doctoral dissertation, University of California, Berkeley.
- *RICE, KEREN. 2000. *Morpheme order and semantic scope: Word formation in the Athapaskan verb*. Cambridge: Ryan, Kevin M. 2010. Variable affix order: Grammar and learning. *Language* 86, 758–791.
- *SELKIRK, ELISABETH O. 1982. *The syntax of words*. Cambridge, MA: MIT Press.
- SPENCER, ANDREW. 2003. The order of morphemes. In Antonio Fábregas & Almudena Zurdo (eds.), *Cuadernos de Lingüística X*, 53–64. Madrid: Instituto Universitario Ortega y Gasset.
- STUMP, GREGORY. 1993. Position classes and morphological theory. In G. Booij & J. van Marle (eds.), *Yearbook of Morphology 1992*, 129–180. Dordrecht: Kluwer.
- *STUMP, GREGORY. 2001. *Inflectional morphology: A theory of paradigm structure*. Cambridge: Cambridge University Press.
- STUMP, GREGORY. To appear, 2015. The interface of semantic interpretation and inflectional realization. To appear in *A Festschrift for ————*, ed. by Pavol Štekauer & Laurie Bauer. Dordrecht: Springer.
- STUMP, GREGORY. Ms. Polyfunctionality and the variety of inflectional exponence relations. Invited paper presented at the 16th International Morphology Meeting, May 29–June 1, 2014, Budapest, Hungary.
- TROMMER, JOCHEM. 2003. The interaction of morphology and syntax in affix order. In Geert Booij & Jaap van Marle (eds.), *Yearbook of Morphology 2002*, 283–324. Dordrecht: Springer.
- *YU, ALAN C. L. 2007. *A natural history of infixation*. Oxford: Oxford University Press.

Description of course activities and assignments: The general topic of this semester’s seminar is **morphotactics**. A range of different issues fall under this general topic, for example—

- the feasibility of a morpheme-based conception of morphotactics
- the status of nonconcatenative morphology in a theory of morphotactics
- the nature of affix ordering

- the issue of compositionality: the semantic significance of morphotactic structure
- the nature of infixation
- syntactocentric vs morphocentric theories of morphotactics
- clitics and morphotactic structure
- the amorphousness hypothesis (words have no hierarchical structure other than their phonological structure)
- the micromorphology hypothesis (an affix may be morphologically complex)

I will assign some readings in this area, whose content we will discuss in class. In addition, each student will be required to do the following:

- to select and assign two or more published research articles on her/his chosen topic;
- to give two in-class presentations of the articles that s/he has assigned, leading an open discussion at the conclusion of each presentation;
- to write an original research article on her/his chosen topic;
- to give an in-class presentation of her/his original research, leading an open discussion at the conclusion of the presentation;
- to read all assigned articles, attend all class sessions and participate in all open discussions.

There will be no examinations.

Course assignments: A student's course grade will be based on the following components:

20% for each presentation of published research ($\times 2 = 40\%$)

20% for the original research paper

20% for the presentation of the original research

20% for participation (reading all assigned articles and contributing to all open discussions).

Summary description of course assignments: (i) two in-class presentations and discussions of published research on a chosen topic; (ii) a term paper summarizing the student's original research on that topic; (iii) an in-class presentation and discussion of that research; (iv) full participation in all class sessions.

Course grading:	90-100%	A	70-79%	C
	80-89%	B	69% or below	E

C O U R S E P O L I C I E S

Submission of Assignments: Students will submit their term projects both on paper and online. Term projects are due on the last day of class. If a student cannot attend class on the day on which s/he is scheduled to give a class presentation or on the day on which the term project is due, s/he should consult with me as promptly as possible (ideally, before the day of her/his absence) to make alternative plans.

Attendance Policy: In order to benefit fully from my lectures and from the insights of the other students in the course (and to contribute your own insights), it is important that you attend every class session; if you do have to miss a class session, you must let me know the circumstances of your absence. If a student has three unexcused absences, her/his course grade will be reduced one letter grade.

Excused Absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity: Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online at

<http://www.uky.edu/StudentAffairs/Code/part2.html>)

states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of

someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Course Schedule

The following schedule is approximate and subject to change. The midterm of the semester is **Monday, March 9**.

Week	Important dates	Topic	Reading assignments
1		Morpheme-based morphotactics and its failings	Bloomfield 1933, Harris 1942, Hockett 1947, Matthews 1972
2		Nonconcatenative morphology	Halle & Marantz 1993, Stump 2001
3		Affix ordering	Bickel et al. 2007, Fulmer 1991, Kim 2010, Manova & Aronoff 2010, Nordlinger 2010, Noyer 1994, Paster 2006, Rice 2000, Spencer 2003, Stump 1993, Trommer 2003
4	At the beginning of Week 4, students will provide me with (a) their specific research topic and (b) the list of related articles / book chapters whose content they will present and on which they will lead discussions.	The semantic significance of morphotactic structure	Hyman 2003, Rice 2000, Stump 2015
5-6		First set of student presentations	(chosen by students)
7		Infixation	Nevis & Joseph 1992, Yu 2007
8		Syntactocentric vs morphocentric morphotactics	Baker 1985, Selkirk 1982
9		Clitics and morphological structure	Harris 2002, Luís & Spencer 2005
10	SPRING BREAK		
11-12		Second set of student presentations	(chosen by students)
13		The amorphousness hypothesis	Anderson 1992, Blevins 2006, Janda 1983
14		The micromorphology hypothesis	Stump ms
15-16	Written term projects are due on the last day of class.	Student presentations of term projects	