

INTRODUCTION TO HISTORICAL LINGUISTICS - Ling 105 Spring 2023

THE LECTURES WILL BE EXCLUSIVELY TAUGHT **IN-PERSON**

This syllabus consists of two parts: Part A & B. Please read both.
-If unforeseen circumstances occur, some points of the syllabus might undergo changes.-

PART A

LECTURES

| | |
|-----------------------|---|
| Instructor | GIUSEPPINA SILVESTRI |
| Email | g.silvestri@ucla.edu |
| Time/Room | T and R, 4-5:50 PM PUB AFF 2242 |
| Office hours | M 2-3pm (& by appointment) in Giuseppina's Zoom personal room: https://ucla.zoom.us/j/8742395645 |
| Course website | https://bruinlearn.ucla.edu/courses/162502 |

SECTIONS

in-person

| | |
|---------------------|--|
| Instructor | HUILEI WANG |
| Email | hlwang16@ucla.edu |
| 1A | F 3-3:50 PM ROYCE 166 |
| 1B | F 4-4:50 PM ROYCE 166 |
| office hours | TR 11am-1pm ROLFE 1110 |

1. COURSE DESCRIPTION

We define morphology as the linguistic study of the structure, form, and meaning of words. The goal of this course is threefold:

- (i) to present to students with the basic concepts and methodologies employed in the morphological analysis;
- (ii) to test methods and analyses against a large empirical domain, including non-standard, minority, and endangered varieties;
- (iii) to introduce students to some of the solid results of the field.

Students will be asked to critically think about a research topic of their choice and develop a research study based on which they are going to write a paper and give a short presentation.

ever-larger empirical domains. Through the development of this research study and upon the completion of this learning enterprise, students will gain a better understanding of how to form and answer questions about morphology and how to apply methods of morphological assessment and analysis in the investigation of human natural languages.

Course pre-requisite: Ling 20.

2. STRUCTURE OF THE LECTURES

- A. We will always keep our lectures open to questions and short discussions.
- B. We will review concepts from previous lectures.
- C. At the end of each class we will put on our ‘Morphological goggles’ and work together in a virtual **Morphology Lab** to solve a puzzle together.
- D. The lectures will *not* be recorded. If you cannot attend a lecture, make sure to study the weekly materials and get in contact with your instructors for further guidance.

3. COURSE REQUIREMENTS AND GRADING BASIS

3.1 Assignments

Students are required to conduct research on a topic of their choice and on data from a language (or languages) they wish to analyze through the lens of the morphological analysis.

The required outputs of their research are the following two:

- A. a research paper
- B. a presentation of their research study

More specifically, students will be asked to develop their research paper in three distinct phases which correspond to three distinct assignments.

| Research Paper Phases | Summary | Deadline |
|-------------------------------|---|---------------------------------|
| Phase 1: Prospectus | -introduction -research questions -plan for data gathering -essential bibliographical references | Sunday 4/23 (end of Week 3) |
| Phase 2: Midpoint development | -details of data gathering -data description -proposal of data analysis | Sunday 5/14 (end of Week 6) |
| Phase 3: Complete paper | -complete data analysis -answers to initial research questions -conclusions -full bibliographical references | Sunday 6/11 (end of Week 10) |

For each of these Phases, students will have a detailed description of the assignment and a grading Rubric.

3.2 Reading

Class lectures will for the most part assume that students have read and understood the

assigned readings. In many cases, the assigned readings will treat a subject in more explanatory depth than could ever be done in class. For this reason, it is crucial that you complete assigned readings before the lecture.

The required textbook is the following:

Haspelmath, M., Sims, A. 2010. *Understanding Morphology*. London, Hodder Education.

The textbook is available for purchase at the UCLA Bookstore online. It is also available from online booksellers.

Earlier editions are also acceptable to use and are typically available at a lower price.

Please note that if you use one of these older editions, the chapter orders and page numbers might not match the reading schedule of reading below. If you buy an earlier edition, please make sure that you have read the appropriate parts of those works.

The Mindtap access is *not* required for this course.

Other required or optional readings will be provided by the Instructor and uploaded on *BruinLearn*.

3.3 Attendance

Students will *not* be graded on attendance. Yet, attending lectures and sections is crucial to the mastery of the course material and to the success in this class.

Sections sections will provide additional practice and allow students the opportunity to ask detailed questions about the course material.

Even though your grade is not directly based on attendance, if students do not attend class, there is a good chance that they will fall behind.

3.4 Grading basis

| Assignments | percentage of final grade |
|---------------------------------------|---------------------------|
| Paper - Phase 1: Prospectus | 20 % |
| Paper - Phase 2: Midpoint development | 30 % |
| Paper -Phase 3: Complete paper | 40 % |
| Research Presentation | 10 % |

3.5 Extra credit opportunity

You have the opportunity to earn 2 (two) extra credit points by participating in an experiment through the Psychology Department Subject Pool. Serving as a subject in an experiment provides students with direct exposure to psychological research. By participating in experiments, you will have the opportunity to contribute to on-going research at UCLA while getting an inside glimpse of how research studies are conducted.

One half credit is given for every half hour of experiment participation. For example, if you complete 1.5 hours of experiments, you will have 1.5 points added to your final grade at the end of the quarter.

The posting and scheduling of experiments is handled via the Psychology Department Subject Pool system at <http://ucla.sona-systems.com/>. More information on how to use the system can be found at <http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation>.

NOTE: Before signing up for experiments, you MUST select the course for which you want your experiment credits to count. All experiments for Spring Quarter 2023 must be completed by June 8, 2023 (Thursday of 10th Week).

- The final grade for this class will be a letter grade that reflects the following percentage-to-letter grade correspondences:

| Letter Grade Scheme | |
|---------------------|---------------|
| Grade | Percentage |
| A+ | 100% to 97% |
| A | 96.99% to 93% |
| A- | 92.99% to 90% |
| B+ | 89.99% to 87% |
| B | 86.99% to 83% |
| B- | 82.99% to 80% |
| C+ | 79.99% to 77% |
| C | 76.99% to 73% |
| C- | 72.99% to 70% |
| D+ | 69.99% to 67% |
| D | 66.99% to 60% |
| F | 59.99% to 0% |

| P-NP Grading | |
|--------------|-------------|
| P | 100% to 70% |
| NP | < 70% to 0% |

4. Other basic resources

- A. Leipzig Glossing Rules: <https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf>
 B. IPA Chart: <https://www.internationalphoneticassociation.org/content/full-ipa-chart>
 C. IPA keyboard: <http://westonruter.github.io/ipa-chart/keyboard/>

5. TOPICS AND DETAILED SCHEDULE

| WEEK | DATE | TOPICS | NOTES |
|------|-------|--|-------|
| 1 | T 4/4 | <i>What is Morphology?</i> Introduction, Organization, Syllabus review. Research questions and methods in Morphology. | |
| | R 4/6 | <i>What are the basic concepts in the morphological analysis?</i> (I) Morphological analysis on datasets. Lexemes and word forms. Affixes, bases, roots. | |
| | | mandatory reading: textbook Chapter 2 optional reading: textbook Chapter 1 | |

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| 2 | T 4/11 | <i>What are the basic concepts in the morphological analysis? (II)</i> Morphemes and allomorphs. Suppletion. | |
| | R 4/13 | <i>How do we formulate rules through morphological analysis? (I)</i> Affixation. Compounding. mandatory reading: textbook Chapter 3 optional reading: Bobaljik, J., Harley, H. 2017. Suppletion is local: Evidence from Hiaki. | |
| 3 | T 4/18 | <i>How do we formulate rules through morphological analysis? (II)</i> Base modification. Reduplication. | |
| | R 4/20 | <i>What models of morphological analysis are there?</i> Word-based model. Morpheme-based model. The lexical value of morphemes. mandatory reading: textbook Chapter 4 optional reading: Harley, H., Noyer, R. 1999. Distributed morphology. | |
| The Prospectus of the paper (Phase 1) is due Sunday 4/23 at 11:59pm PT | | | |
| 4 | T 4/25 | <i>What are the main morphological operation in human languages?</i> Basic differences between inflection and derivation. Inflectional values. Derivational meanings. | |
| | R 4/27 | <i>What are the properties of inflection and derivation?</i> Relevance to syntax. The syntax-morphology interface. mandatory reading: textbook Chapter 5 optional reading: textbook Chapter 6 | |
| 5 | T 5/2 | <i>Do words have a hierarchical structure? How can we represent it?</i> Morphological trees. | |
| | R 5/5 | <i>Can we single out classes of words based on morphology?</i> Inflectional paradigms and their properties. Mandatory reading: textbook Chapters 7 and 8 | |
| 6 | T 5/9 | <i>Can morphology help us define what a word is?</i> <i>Can morphology help define what a phrase is?</i> | |

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| | | Compounds vs phrases. Free forms vs bound forms. Clitics vs affixes. Lexical integrity. | |
| | | Mandatory reading: textbook Chapter 9. Optional reading: check <i>BruinLearn</i> Module 6 | |
| | R 5/11 | Workshop on conducting research through campus libraries: a close look at YRL Instructor: Michelle Brasseur Remote Zoom Link on <i>BruinLearn</i> | <i>Giuseppina away</i> |
| Midpoint development of the Paper (Phase 2) is due Sunday 5/14 at 11:59pm PT | | | |
| 7 | T 5/16 | <i>Do morpheme change based on their phonological environment? (I)</i> Morphophonology. The phonology-morphology interface. | |
| | R 5/18 | <i>Do morpheme change based on their phonological environment? (II)</i> Case study from non-standard and minority languages. mandatory reading: textbook Chapter 10 optional reading: check <i>BruinLearn</i> , module 7 | |
| 8 | T 5/23 | <i>What can morphology tell us about clause structure?</i> Syntactic valence, arguments, valence-changing operations. | |
| | R 5/25 | <i>How come some paradigms have identical items? (I)</i> Syncretism. Case studies. mandatory reading: textbook Chapter 11 (sections 11.1, 11.2) optional reading: check <i>BruinLearn</i> , module 8 | |
| 9 | T 5/30 | <i>How come some paradigms have identical items? (II)</i> Distributed Morphology (DM). Analysis of syncretism based on DM. | |
| | R 6/1 | <i>Do morphological elements undergo diachronic change?</i> Language change and morphology. Analogical changes and paradigms. mandatory reading: Campbell, L. 2020. Historical linguistics. <u>Chapter 4</u> . optional reading: check <i>BruinLearn</i> , module 9 | |
| 10 | T 6/6 | <i>General Review and Research Study Presentations</i> | |
| | R 6/8 | <i>General Review and Research Study Presentations</i> | |
| | | (catch-up spots for research study presentations offered on the morning Friday 6/9) | |
| Complete Paper (Phase 3) due Sunday 6/11 at 11:59pm PT | | | |

Part B

6. COURSE RULES

I. Zoom usage (A):

Giuseppina's office hours will be held via **Zoom**, which uses **personal information** capture for the purpose of facilitating the course environment. Note that pursuant to the terms of the agreement with UCLA, the data have to be used solely for this purpose and any vendor is prohibited from redisclosing this information. UCLA also does not use the data for any other purpose. Neither may you (see Rule VIII).

II. Zoom usage (B):

All backgrounds, attire, actions, etc. that are visible on your video are expected to be **appropriate**. If you do not want to have your surroundings visible, you can use Zoom's virtual background feature.

III. Zoom usage (C):

you need to use your **full (enrolled) Name** as your Zoom name.

IV. If you **fall behind** due to unforeseen circumstances, be sure to contact your instructor and your TA as soon as you can. We will make sure to give you our support to go back on track.

V. **No** piece of **teaching material** must be shared outside the classroom as in online platforms. Teaching material is subject to copyright and sharing it is illegal. Any infraction to this rule will be reported.

VI. **Deadlines** cannot be extended, except in case of proven emergencies and upon the availability of the TA to grade late assignments.

If you hand in your homework assignments, midterm or final exam late, you will lose points. Specifically, each day you are late, we will subtract **5%** from your total grade for that assignment. Note that this Rule is subject to modification in case of natural disaster or state of emergency.

VII. When you contact us via **email**, please put 'Ling 105' in the subject line.

We are operating under a 48 hour turn-around policy for e-mails. Your e-mails will be answered within 48 hours after you send it. If the 48-hour window after your e-mail includes a weekend or a public holiday, they do not count towards the 48 hours. That is, if you are sending an e-mail on Friday, you cannot expect an answer earlier than Monday.

We will communicate with you by e-mail too. You will have to check your e-mail regularly.

VIII. Although you can discuss assignments with each other, you must write up your assignments on your own and make sure you ultimately work autonomously and answers on an **individual basis**.

All incidents of academic dishonesty (cheating, fabrication, plagiarism, or helping another student to commit one of these acts) will be subject to the UCLA policy in this matter (see Point 1 in next section).

7. UNIVERSITY REGULATIONS AND LAWS

The University gives faculty a lot of useful and important information that each of you has to be aware of:

- 7.1. Academic Dishonesty
- 7.2. Medical Notes
- 7.3. Disabilities
- 7.4. The Undergraduate Writing Center
- 7.5. Resources for Students Dealing with Financial Stress

7.1. Academic Dishonesty

- UCLA has an official Student Code of Conduct, on line at <https://www.deanofstudents.ucla.edu/studentconductcode>.

- Cheating during an exam: The University tells faculty: “If you find the student with items or materials not allowed to possess during an exam, you can take this item from the student, even if it is a cell phone (the cell phone must be returned at the end of the exam). You can mark what the student has completed so that you know which part of the exam may have been affected by the unauthorized material.”

- Also read the ‘Student Guide to Academic Integrity’ at: <https://www.deanofstudents.ucla.edu/Academic-Integrity>

Consult these sources for more detail on procedures and possible sanctions.

7.2. Medical Notes

The Ashe Center (student health) recently implemented an online system that allows students to self-generate their own non-verified medical notes. This has led to system where students can now obtain three different types of medical notes:

- a. Self-Generated (not verified) statement of Illness or Injury
- b. Verified Illness or Injury
- c. Student was in an appointment during class time

While we are required to make reasonable accommodations for students with disabilities, faculty can decide to whether to accept medical notes, even verified ones, at their own discretion.

7.3. Disabilities

If you are seeking registration with the **Center for Accessible Education** (CAE), please submit your request for accommodations via CAE website (www.cae.ucla.edu) . If you are already registered with CAE, please request your Letter at (310) 825-1501.

In order to ensure accommodations, students need to contact the CAE as soon as possible, as it may take up to two weeks to review the request.

7.4. The Undergraduate Writing Center

Book an appointment or learn more: uwc.ucla.edu

Phone: 310-206-1320 / Email: wcenter@g.ucla.edu

The Undergraduate Writing Center offers UCLA undergraduates free, one-on-one feedback and support on their writing. The UWC is staffed by Peer Learning Facilitators (PLFs), fellow students who understand the challenges of writing at UCLA. PLFs are trained to help at any stage in the writing process, with writing assignments from any class, as well as research projects and application materials. They tailor meetings to the concerns of each writer.

-Equity, Diversity and Inclusion: <https://equity.ucla.edu/> Committed to providing an equal learning, working and living environment at UCLA and supports a range of programs to promote these goals campus-wide.

-UCLA GRIT Coaching Program: <https://www.grit.ucla.edu/> GRIT stands for Guidance, Resilience, Integrity and Transformation. In this program, UCLA students receive individualized support from trained peer coaches to manage stress, fostering positive social connections, set goals, and navigate campus resources.

7.5. Resources for Students Dealing with Financial Stress

- Bruin Shelter: <http://www.bruinshelter.org/> Provides a safe, supportive environment for fellow college students experiencing homelessness by fostering a collaborative effort between universities, community-based organizations, and service providers.

- The CPO Food Shelter: <http://www.cpo.ucla.edu/cpo/foodcloset/> Provides free food for any UCLA student who may be experiencing hunger and/or struggling to attain food due to financial hardships.