

Notes for Lesson 8: *Morphology & Syntax*

**Lesson 8.0  
OVERVIEW**

Turquoise: notes, time markers for Summer 2023 students

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**Lesson Summary/Main Goals/Main Ideas for Morphology: cf. Notes for Lesson 7**

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**Lesson Summary**

This week we will begin discussing the linguistic level of *syntax*. Syntax comprises the following topics.

- We will first review the basic syntactic *principles of sentence organization* and look at examples demonstrating them.
- Next, we will focus on *words as members of syntactic categories* and practice the defining characteristics of the syntactic categories that words belong to.
- Then, we will talk about the *constituents of a sentence and their structure*.
- Finally, we will continue working on the *final paper project*.

**Main Goals**

After completing this lesson, you will be able to (SWBAT):

- articulate the way **sentences** are **organized**
- select words to form sentences based on their **morphological and syntactic criteria**
- identify the major **syntactic categories** (or word classes)
- analyze the **constituent structure** of simple sentences
- formulate your **linguistic topic** for the final paper

**Main Ideas**

- co-occurrence
- selection and combination
- syntactic categories
- word class
- research problem statement: topic - (indirect) question - cost of not knowing/significance
- constituents
- constituent structure
- word order

## Housekeeping

### 1) READ

- **File 5 *Syntax*** in the textbook for this week's lesson

It is a somewhat difficult chapter to read because syntax is a bit abstract. Don't worry about understanding and remembering all the details. As usual, we will practice the parts of the chapter that I find most useful for language teachers.

- [Booth, Williams, and Colomb: Part Two: Asking Questions, Finding Answers](#) (required course textbook)

### 2) ONLINE DISCUSSION BOARD: Write & Post Topic Statement

**Write** your topic statement according to the instructions in the readings.

**Post** your topic statement, and **discuss** some of the other topic statements in your group.

\*\*See the respective section of this lesson for detailed instructions.

*Thanks for getting started with your topic discussions in the PragFeatures affinity groups!*

**NOTE:** This relates to Step 5 of the Pragmatic Feature Research Paper instructions. Since we are about to fine-tune the topic for this paper, you need to continue looking for library sources (articles, book chapters, conference proceedings, etc.) that discuss and explain your pragmatic feature.

#### **Library Instructions and Resources:**

Let me remind you of the library instructions and resources you already received. The online graduate school librarian has put together several tutorials as a [Library Orientation](#)

I have also copied the links to orientation materials and tutorials into Canvas Lesson 8/Supplemental Materials once more. Please continue exploring library resources as you look for literature for your papers.

#### **Reminder: PRAGMATIC FEATURE RESEARCH PAPER:**

- I'd like to repeat that the project you are working on is a **PRAGMATICS FEATURE RESEARCH PAPER**.
- This mainly means that you do **not actually have to write a lesson plan and develop the lesson unit** for the language issue you choose to investigate.
- You only need to **research and discuss the information necessary for a good understanding of a pragmatic feature** that could become a lesson unit **at a later time**.
- I explained my expectations for the project scope in earlier lessons and Canvas/Files/Final Paper.

- You can also consult the model papers in Canvas/Files/Final Paper for further guidance.

## AT A GLANCE

Here is a summary of all the things in the course that you're supposed to do this week:

### 1. READ/REVIEW

- a) File 5 Syntax
- b) Booth, Williams, and Colomb: *Part Two: Asking Questions, Finding Answers* pp. 27-64

### 2. DISCUSS

- \* Morphology Contest [Forum F7.3](#)

### 3. TO DO

- a) Think-Pair-Share:
  - reversible word pairs [Forum F8.1](#)
  - 'the' replacements [Forum F8.1](#)
  - jumbled sentence [Forum F8.1](#)
- b) [Syntactic Category Exercise](#) [Forum F8.2](#)

### 4. TO DO/DISCUSS

- a) **Write and post** paper topic statement in one of the Lesson 7/*PragFeatures* forums;
- b) **Discuss** some of the other topic statements also in Lesson 7/*PragFeatures* forums.
- c) **eventually post** final topic statement in forum *Topic Statements* in Lesson 9

### 6. TO DO

- a) **continue looking for** library sources on your pragmatic feature.
- b) **revisit** library instructions and resources & **schedule a session with a reference librarian** if you have not done so yet
- c) **continue working on** your PRAGMATICS FEATURE RESEARCH PAPER
- d) decide when would be best time to **schedule a session with the Writing Center**.

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## NEXT:

- Now you can start playing back the *Google Meet* recording of this lesson by going to *Home* in Canvas, scrolling down to the module *for the current lesson*, and clicking on the link [Lesson 8 Recording Link and Notes with time stamps](#).
- Consult the notes below in parallel as you watch the video.
- In the video, skip over recorded class discussion activities at the places indicated here in *Notes*.
- Instead of watching them, conduct the respective discussion activity online in CANVAS. Activity labels are given in the *Notes* file below. Instructions for the activities are given in the recording by me orally and also repeated in the CANVAS discussion forums in writing.

- After getting started with an activity, continue watching the video at the time marked below in this file and also continue the activity throughout the lesson.

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- Lesson Overview/Logistics (3:47)

- o [SWBAT](#)
- o Canvas Assignments confusing: I am trying to adapt software to HyFlex mode
- o Question about IPA symbols and their memorization; I recommended an App
- o Feedback on assignments: I use rubric #; e.g., #2 -.5

- Debriefing last week: (15:26; skip down to Morphology Contest 21:13)

- MORPHOLOGY CHAPTER REVIEW:

[see discussion forum]

- MORPHOLOGY THINK-PAIR-SHARE:

Subj.: are there infixes in English?

[Juana Matos](#)

Hi,

Yes, as cupful- cupsful, spoonful as spoonsful

[Reply](#)[Reply to Comment](#)

[Andreas Schramm](#)

That's interesting, Juana. Have you checked with native speakers whether these forms are possible? Let's see what Sarah or JR say...

[Reply](#)[Reply to Comment](#)

[Sarah Olson](#)

Hi Juana,

I also found your examples on the Merriam-Webster website. Good find! I was also thinking of the whole word infix "freaking" or the f-word. Like fan-freaking-tastic or abso-freaking-lutely.

Subj.: What are the most popular words in English?

[Juana Matos](#)

Hi,

I said that are yes and no. :)

[Reply](#)[Reply to Comment](#)

Andreas Schramm

They are definitely contenders, but according to the COCA databases it was "the" or "a". It would be interesting if 'yes' or 'no' win when one only looks at spoken language...

[Reply](#)[Reply to Comment](#)

Sarah Olson

I found "the" which Jonathan Culpeper, professor of linguistics at Lancaster University, said takes up 5% of English words used.

[Reply](#)[Reply to Comment](#)

Andreas Schramm

Great that you researched this, Sarah. Did Jonathan say what his source was?

Bottom of Form

Bottom of Form

Bottom of Form

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- **Morphology Contest (review) (21:13; use Forum F7.3)**  
this is about a skill that is extremely useful for learners, and I remember using it many times  
Comparing & Contrasting: Classical Greek (**model**)  
graph<sup>h</sup> – ɔ: I write=synthetic/inflectional (Greek); analytic/isolating (English)  
graph<sup>h</sup> – ε: he write-s
- **Think-Pair-Share: German: guided practice of comparing and contrasting: (27:00-33:06; Forum F7.3 Morphology Contest)**  
**ich** schreib-**e** I write  
**er** schreib-**t** he write-s
- **GROUP ACTIVITY: USE FILE MORPHOLOGY CONTEST (CANVAS LESSON 7/SUPPLEMENTAL MATERIALS) WITH MORPHEMES FROM OTHER LANGUAGES. USE FILE TO KEEP TRACK OF MORPHEMES, MEANINGS, AND THEIR PLACEMENT INFO**  
The languages:
  - Isleta – native American language spoken in New Mexico
  - Michoacan Aztec – native American language spoken in Mexico
  - Quiché – native American language spoken in Guatemala
  - Turkish

1. please analyze the morphemes for your language (skip 48:27-1:39:39; Forum F7.3 asynchronous):

- a. Group A – Turkish (Sara, Emilie, Shawn, Joy)
- b. Group B – Quiché (Jackie, Ben, Emily)
- c. Group C – Michoacan Aztec (Siri, Kim, Ravi)
- d. Group D – Isleta (Chris, Lisa, Josie)

2. When you are ready, let me know and I'll swap your analyses. In other words, I'll give you the original morphemes from the other group so that you can check the accuracy of their analysis. Compare your morphemes with those from the other group whose data you have received. You can best send me your data by email as an attachment, or you can create a google doc that I can share with the other group (watch my negotiation with Kim for clarification: 1:08:47-1:11:07):

- Group B – Quiché (...) □ (...)
- Group A – Turkish (...) □ (...)
- Group C – Michoacan Aztec (...) □ (...)
- Group D -- Isleta (...) □ (...)

I'll check in during the lesson to see how it is going... Let me know if there are questions.

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**BREAK (end recording 1 1:44:05; start recording 2 1:12)**

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- **Syntax Introduction**

“word order/linear order matters” = obvious?

- 1. red light
- 2. light red

is there a difference in meaning between the two?

- **THINK-PAIR-SHARE** (reversible word pairs): Find two words that you can reverse – make up your own example (4:04-8:40; Forum F8.1)

Debrief:

## Word order

### 3. the red light – not “reversible” or flexible word order

\*red the light/light red the – not acceptable

□ linear order matters; let’s unpack this statement

### 4. the red light - how do we know what words to select for each of these slots (each color is a “slot” with its own properties;

- **THINK-PAIR-SHARE: replacements for ‘the’:** Find as many words as possible that can fill/go into the gray slot (= that have the same *distribution*) (17:54-24:57; Forum F8.1)

Debrief:

NOT: Our blinking, broken, shiny red light words different sentences

plural

nothing means something

dozens of

thre, four, five

determiners

DETERMINERS

- Syntactic Categories

How do we know what word can go into which slot?

- **THINK-PAIR-SHARE: jumbled sentence:** assemble the sentence below: (39:52-43:21; Forum F8.1)

		nootches		
blewdled.				
				The

Debrief:

What info did you use? Word order (subj first in SVO English), co-occurrence (*nootches* requires *the* as argument); not much agreement in analytic English

Let's apply readings by unpacking each sentence slot and name its syntactic category and properties

- **THINK-PAIR-SHARE:** What are the syntactic categories in the sentence? Identify what information you used and whether you used morphological or syntactic info... (49:21-51:1:01:50; Forum F8.1)

Debrief:

word order

co-occurrence

co-occurrence

Semantic criteria:

verbs: action, state, event

nouns: person, place, things

burglary: action or thing?

Next, let's practice **identifying syntactic categories (=expressions with similar syntactic properties)** using information from textbook **File 5.4**

- **Group exercise: Syntactic Category Exercise**; file can be found at Canvas Lesson 8/Supplemental Materials; textbook pp. 220-227 (File 5.4) (**skip 1:22:34-1:46:37**; **Forum F8.2**)

**Terminological clarification:**

textbook **terminology**: first word “describes” the second; it “modifies”; it’s an **adjunct**= gives additional information; the described item= **argument** of the modifier; **complement** = non-subject argument

Group 1: **Sara, Emilie, Shawn, Joy**

Group 2: **Jackie, Ben, Emily**

Group 3: **Siri, Kim, Ravi**

Group 4: **Chris, Lisa, Josie**

**Debrief:**

Questions? [do *very*, *thicker than forget*]

Rats of NIMH:

*Very* – the very end □ **adjective**;

the very (adv) *critically* (adv) *injured patient*

the very (adv) *blue chair* □ **adverb** modifying adjective

Cummins:

(*more*) *thicker* (adj) than (???) *forget* (noun) -- use **substitution** as a test to figure out, commonly we may get: *different from*, *similar to*, *akin to* □ adj + prep

□ adjectives and nouns can be constructed with prepositions

e.g. *similarity to*, *propensity for*, *difference from*

- **paper writing process:** PragFeatures group logistics (**1:56:24**)
  - review **next steps** (Steps 3 & 4 of Pragmatics Paper Process; see Lesson 8/Supplemental Materials/**Pragmatics Paper Process Steps 3-5**)
    - everyone should be in **a group** – Kayla, Kim, Anh Thu - nice work [have labelled three affinity groups]
    - **Move yourselves** to an existing or new group if you have not yet
    - **Discuss** each other’s related topic ideas, **revise**, **repost** in **Forum F9.4 Topic Statements**
    - You will receive **feedback** and a score from me on your draft the week **following Session 9**. This score will heavily focus on whether all **three parts of the statement** are covered and placed in the **proper component** of your Topic/Question/Rationale statement. It will **not as heavily** focus on the **quality** of your statement

contents, but you will receive **feedback on the contents** of your statement to help you **get focused** even further for your paper.

- How many **sources**? According to packet 6-8;
  - however, I would like also a **bibliography with probably 20-25 sources** however close to or far from the topic;
  - **Search strategy**: When you pull up source (**abstract**): use the **keywords** for further searches
  - **Search strategy**: Pull up articles; one good fit – go to the **References** and **piggyback/borrow** on what's there
  - Pragmatics paper is a **lit review paper** just like the mini genderlect paper;
  - revisit **library instructions and resources**: I have **relinked paper resources** in Canvas Lesson 8/Supplemental Materials (including two booklets with conference **abstracts**)
  - schedule visit with **reference librarian and Writing Center staff**
- **Review** steps of Pragmatics Paper Process (Canvas Files/Final Paper; Booth, et al. *pp. 27-64*)

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**Homework for Lesson (2:07:13-2:10:10):**

- Review Syntax File (Chapter 5 textbook)
- Read **Phonetics** (File 2 textbook)
- Read/review **Booth, et al.: Part Two: Asking Questions, Finding Answer; pp. 27-64** in Canvas/[Reading Lists](#)
- Continue **reviewing IPA** symbols for dictation
- Watch [Discovering the Human Language](#) video any time from now on; **No need to journal on it in Summer 2023 class**; video is available in Canvas **Lesson 8/Readings**
- Continue with **paper writing process**: post current revised Topic Statements in a **PragFeatures** forums; **Then in Lesson 9 in Forum 9.4: Topic Statements** after vetting them with group members

**END OF LESSON**

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