Introduction to Syntax
Ling 522

Jean Mark Gawron

San Diego State University

gawron@mail.sdsu.edu

http://gawron.sdsu.edu/syntax

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1 Course Information

Class days	TTH	email	gawron@sdsu.edu
Class times	11:00-12:15	Office	SHW 238
Class location	Online	Office hours	W 11:00-12:00 & W 2:00-3:00
		Zoom link	https://SDSU.zoom.us/j/3549775500

2 Goals

The primary goal of the course is to acquaint students with the aims and methodology of syntactic theory, in the process giving them an introduction to one very influential approach.

3 Practice

The course will use the textbook *Syntax: A Generative Introduction* http://www.blackwellpublishing.com/carnie, by Andrew Carnie, available on Amazon and in the campus bookstore. There will be exercises for most of the chapters covered. Please be sure to get the **Third Edition**.

The course begins with an introduction to constituents and trees, introduces some structural concepts such as dominance and C-Command, and then develops some applications such as the Binding Theory, and some theoretical hypotheses, such as X-Bar Theory.

The meat of the course is then a treatment of movement of various kinds, including head movement and NP movement.

A virtue of the text is that examples and exercises from numerous languages are used, affording the student the opportunity to evaluate some of the claims made about the universality of the theory.

4 Pre-requisites

Ling 420 0r 501. **Strictly enforced. Please see instructor if you have not taken one of these classes, even if you have taken an equivalent at another institution.**

5 Grading

Grading will be based on exercises and take-home midterms and finals.

- Extended midterm assignment 25%

- Final 25%

- Exercises: 50%

Many homeworks are graded loosely, especially at the beginning of the course, since they are regarded as learning experiences. However, the one aspect that homeworks will not be graded loosely on is examples and evidence. When you are asked to produce an example of a phenomenon or evidence for a claim you must **attempt** to create a sentence or word or phrase (whatever is asked for) that meets the requirements. Failure to attempt always gets a grade of 0.

6 Late Assignments

The general structure of the course is not well-suited to late assignments. Understanding any given chapter in the text will generally require significant

master of previous chapters, and my experience has been that students who hadn assignments in late or skip them are not keeping up with the material. However, to allow for some flexibility, late assignments will receive partial credit. Here is the lateness policy:

1. Up to two weeks late: 50% credit for assignment

2. More than two weeks late: not accepted

3. There is no grace period for the extended midterm assignment and the final, but students with special circumstances may communicate with the instructor to request an extension.

7   Course outline

Week One	Generative Grammar: An overview
Week Two	Parts of Speech, cross-linguistic perspective
Week Three, Four	Introduction to Constituent Structure, Meaning and Structure
Week Five	Tree relations: Dominance, C-Command, Is a Constituent of
Week Six	Applying C-Command: The Binding Theory
Week Seven	X-Bar Theory
Week Eight	Functional Projections in Xbar Theory (DPs, CPs, and TPs)
Week Nine	Theta Roles, Lexical Entries, and the Theta Criterion
Week Ten	Introducing Movement: Head Movement
Week Eleven	Movement continued (DP Movement)
Week Twelve	Principles governing movement (Case, EPP, Theta Criterion)
Week Thirteen	Wh Movement
Week Fourteen	Interactions of movement and principles, multiclause movements of multiple types
Week Fifteen	Review

8   Group Work

Group work is encouraged on the assignments. The extended midterm assignment and the final should be completed without any help or collaboration. To be clear on this, collaboration or group work on the midterms and finals will be considered cheating. You should not seek outside help for these parts

or the class, nor should you offer your classmates any help on midterm or final problems.

When turning in collaborative assignments, your collaborators should be identified on your paper.

One option to explore with respect to group work:

> You may wish to change groups in mid-semester. This is a good idea. I encourage existing groups to admit new members. Moving around will help you get to know more people and you will probably learn more. On the other hand, if you find a group that is a good fit, there is no requirement that you leave it.

9   Attendance

Attendance is not a formal part of your grade. In the time of this global pandemic, flexibility about how you attend class is going to be essential.

However, be aware that assignments are part of your grade, and class time will mostly be devoted to doing worksheets (which are available on Blackboard) that contain practice problems very like the homework problems. During the inclass work sessions, hints on how to solve problems on the assignments are handed out liberally.

10   Zoom Etiquette

Since we are not having face-to-face class sessions this semester, classes will be conducted in Zoom. Students should treat these sessions as much as possible like real classes. In particular, they should prepare for class by doing reading and assignments, and they should attend with the intention of participating. That means participating in discussion, asking and answering questions, being respectful, and actively contributing to the ongoing process of collaborative problem-solving that will take up much of our time.

Students will not be required to turn on video for class, but they are encouraged to do so. When attending a class virtually, students should dress appropriately as they would for a live class. Most class sessions will be recorded. Students will be informed when a class is being recorded. Students who wish to remain off camera will be allowed to do so.

A lot of research has shown that social presence is a factor in learning, and you can contribute to the sense of community and the learning experience of your peers, by being onscreen and actively participating.

11   Student Learning Outcomes

1. Students will be able to define the correct syntactic structures of most English examples.

2. Students will learn how to interpret properly annotated syntactic data from any language, including languages they have never seen.

3. Students will understand the relationship between meaning and structure and will be able to identify multiple structures for ambiguous examples.

4. Students will learn what the goals of a modern syntactic theory is and how a theory is tested against those goals.

5. Students will be able to understand the theoretical claims made about a number of syntactic phenomena, and how to classify data as evidence for or against those goals, or not relevant.

6. Students will learn how to identify parts of speech and theoretically significant syntactic patterns in languages they have never seen. Patterns they will learn to identify include binding phenomena, NP-movement, Head movement, and WH-movement.

12   Cheating: Academic Dishonesty

Academic misconduct includes the following examples as well as any other similar conduct which is aimed at falsely representing a student's academic performance: cheating, plagiarizing, unauthorized collaborating on course work, stealing course examinations or materials, falsifying records or data, or intentionally assisting another individual in any of the above.

Students who cheat will receive an "F" for the course grade and the Linguistics Department's Undergraduate Advisor and SDSU's Judicial Coordinator will be notified. As explained in the Group Work Section, group

work and collaboration on assignments is allowed, but **any** collaboration on the Midterm or Final is cheating. These are tests intended to evaluate your individual level of achievement.

For more information on SDSU's policies and procedures regarding academic misconduct visit the following site: Academic Dishonesty.

13 Student Privacy and Intellectual Property

The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use [Canvas / Blackboard] to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

14 Religious observances

According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

15 Special Note

We are still in the middle of a devastating pandemic that has affected every aspect of our lives. There may be times during this semester when things become overwhelming. I understand that, and I want you to know that I will do everything I can to help you be successful in this class. You never have to give me personal information that you feel uncomfortable disclosing — just let me know what I can do to help. If I cannot help you, I can put you contact with someone on campus who can.

16   Office Hours

W	11:00-12:00
W	2:00-3:00
Th	16:00-17:00
	by appointment

17   Contact Information

Dept:	Department of Linguistics and Oriental Languages
Uni:	San Diego State University
Address:	5500 Campanile Drive
City:	San Diego, CA 92182-7727
Telephone:	(619) 594-0252
Office:	SHW 238
Email:	gawron@mail.sdsu.edu

18   Mailing address

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