

Department of Linguistics  
University of Calgary  
Term/Year: Winter 2011

## LING 401: ADVANCED SYNTACTIC ANALYSIS I

Days and Time: Tuesday/Thursday 14:00-15:15

Room: MS 217

Instructor: Dr. Carlos de Cuba

Office: SS 832

Telephone: 403-220-7316 (e-mail better)

E-mail: cfdecuba@calgary.ca

Office Hours: Wed. 4-5pm, and by appointment

T.A.: Keffyalew Gebregziabher

Office: SS 1048

Telephone: 403-220-6122

E-mail: kggebreg@ucalgary.ca

Office Hours: TBA

### COURSE DESCRIPTION (SHORT)

This is an intermediate course in syntactic theory within the framework of generative grammar. The emphasis is on developing skills in syntactic analysis and argumentation. The goal is to become familiar with theoretical issues and analytical techniques in the Minimalist approach to syntactic theory.

### COURSE DESCRIPTION (LONGER)

This course follows up on LING 301 (English Syntax), where a version of the so-called “Government and Binding” (GB) or “Principles and Parameters” (PAP) theory was presented (a la Carnie 2007). GB was the dominant generative syntax framework in the 1980s. In the 1990s, Chomsky (1995) initiated “The Minimalist Program” in syntactic theory, attempting to streamline GB. This semester we will explore a version of minimalist syntax, as presented in Adger (2003). We will start with a review of GB-style theory, tying up a few loose ends left over from 301 (ditransitive sentences, affix lowering). We will then turn our attention to minimalism, becoming familiar with some of the motivations for the change in the theory, and then the technical details of minimalist analysis. Throughout our introduction to minimalism, we will explore several different topics in syntactic theory. Students will be expected to write a research paper on one of these topics (or on another topic if cleared by me) at the end of the course – details are below.

### REQUIRED COURSE TEXT

Adger, David. 2003. *Core syntax: A Minimalist approach*. Oxford: Oxford University Press.

### RECOMMENDED TEXT (IF YOU HAVEN’T TAKEN A COURSE USING CARNIE BEFORE)

Carnie, Andrew. 2007. *Syntax: A Generative Introduction*. Oxford: Blackwell Publishing, Second Edition.

### PREREQUISITE

You must have received a grade of at least C- in Linguistics 301 (English Syntax) in order to take this course.

## COURSE REQUIREMENTS

### ATTENDANCE

The lectures will be organized around the topics discussed in the text, and I may at times depart from the book, omitting, expanding upon, or taking issue with certain material. The material will increase in complexity as the semester goes on, and later coursework will build upon earlier coursework. Regular attendance is therefore very important, as is class discussion. While I will not be taking attendance, in my experience poor attendance almost always results in poor grades. So, skip class at your own peril. **You are responsible for any material you miss if you miss class, so please do not ask me or the T.A. to recreate lessons you have missed during office hours.**

### HOMEWORK (PROBLEM SETS), EXAMS AND GRADING

Problem sets: Because the best way to learn about syntax is by DOING syntax, there will be a number of problem sets assigned for homework throughout the semester. Problem sets are *due at the beginning of the next class*

**meeting**, unless otherwise stated. Because we will be discussing the problems in class, **late assignments will NOT be accepted**. Problem sets need to be done neatly – **messy, illegible work will not be accepted**. I suggest working in pencil! Students may discuss homework assignments together, but I ask that each student to write up their own solutions individually. Homework problem sets will be scored on a 5-point scale:

- 0 - Not handed in/handed in late.
- 1 - No solution, difficult to tell if problem was understood, omitted questions.
- 2 - Attempt made, but missed the point, omitted questions.
- 3 - Basic ideas understood, but significant gaps and confusion, omitted questions.
- 4 - Good. Got the point, but had some mistakes or unclear thinking.
- 5 - Excellent. Clear and correct solutions - well done and concise.

Exams: There will be two in-class exams (necessarily cumulative, given the semester long building of the theory). **No make-up exams will be allowed without an excellent, well documented excuse (i.e. a doctor's note).**

Final Research Paper (and Paper Proposal): From the beginning of the course you should start thinking of a topic for your final paper. The paper should be in the neighborhood of 12-15 pages – single, double or 1.5 spaced is fine. The topic is open – any analysis of a syntactic problem that interests you is allowed. The problem should be of a manageable size. Ideally, you will pick a topic that we've discussed during the semester, and apply some of the technical machinery that we will have worked with at that point. The data can be in English or any other language that you would like to work with. A 1-2 page typed paper proposal is due on March 24<sup>th</sup>. The proposal should include:

- The topic you plan to work on - and why you chose this topic.
- A list of references on the topic, where you found them, and how they relate to your topic.
- A general idea of what kind of paper you plan to write (comparing analyses, applying an existing analysis to new data (other languages), comparing structures in different languages, etc.).
- What specific constructions/languages you plan to focus on.
- The core data (some examples showing what you are focusing on).

On April 5<sup>th</sup> we will discuss details on how to write a research paper.

#### EVALUATION

Homework Assignments (best 4 of 5)	20%	See Course Schedule below
Exam 1	20%	Thursday, February 17
Final paper proposal	5%	Thursday, March 24
Exam 2	20%	Thursday, March 31
Final paper	35%	Thursday, April 21
(Final Paper = 10% Writing Style & Format, 25% Content)		

#### GRADING SCHEDULE

A+ = 97-100 %	B+ = 85-88%	C+ = 74-77%	D+ = 62-66%
A = 92-96 %	B = 81-84%	C = 70-73%	D = 58-61%
A- = 89-91 %	B- = 78-80%	C- = 67-69%	F = 0-57%

#### BLACKBOARD

We will be using the Blackboard facility in this class. Announcements, homework, and other important information will be posted on the class site. Be sure to check it regularly. You can access class information on-line at < <https://blackboard.ucalgary.ca> > Some announcements may be distributed via email. Make sure that the correct address is listed in Blackboard, and be sure to check your email regularly.

**PRELIMINARY COURSE SCHEDULE** (subject to revision as needed)

<b>Date</b>	<b>Topic</b>	<b>Readings (for the next class)</b>
Jan 11	<b>Course Overview/Generative Grammar/Syntax</b>	(Adger Chapter 1)
Jan 13	<b>Review of Carnie-style GB</b>	(Carnie Chapter 12 )
Jan 18	<b>Covert vs. Overt Movement (goodbye affix lowering)</b>	(Carnie Chapter 13:375-380)
Jan 20	<b>Solving the puzzle of Ditransitives (with <math>\nu</math>P)</b> (Homework 1 assigned, due Jan 25 <sup>th</sup> )	
Jan 25	<b>From GB to Minimalism</b>	(Adger Chapter 2)
Jan 27	<b>Morphosyntactic features</b> (Homework 2 assigned, due Feb 1 <sup>st</sup> )	(Adger Chapter 3)
Feb 1	<b>Constituency and Theta-roles</b>	(Adger Chapter 4)
Feb 3	<b>Representing Phrase Structure</b> (Homework 3 assigned, due Feb 8 <sup>th</sup> )	
Feb 8	<b>Representing Phrase Structure</b>	(Adger Chapter 5)
Feb 10	<b>Functional Categories: TP</b>	
Feb 15	<b>Functional Categories:TP/ Review</b>	
Feb 17	<b>EXAM 1</b>	(Adger Chapter 6)
Feb 22	<b>READING WEEK – NO CLASSES</b>	
Feb 24	<b>READING WEEK – NO CLASSES</b>	
Mar 1	<b>Subjects &amp; Objects</b>	(Adger Chapter 6)
Mar 3	<b>Subjects &amp; Objects</b> (Homework 4 assigned, due Mar 8 <sup>th</sup> )	(Adger Chapter 7)
Mar 8	<b>Functional Categories: DP</b>	
Mar 10	<b>Functional Categories: DP</b> (Homework 5 assigned, due Mar 15 <sup>th</sup> )	(Adger Chapter 8)
Mar 15	<b>Functional Categories: CP</b>	
Mar 17	<b>Functional Categories: CP</b>	(Adger Chapter 9)
Mar 22	<b>Wh-Movement</b>	
Mar 24	<b>Wh-Movement</b>	<b>[PAPER PROPOSAL DUE]</b>
Mar 29	<b>Wh-Movement/Review</b>	
Mar 31	<b>EXAM 2</b>	
Apr 5	<b>Writing a research paper</b>	(Adger Chapter 10)
Apr 7	<b>Locality</b>	
Apr 12	<b>Locality</b>	
Apr 14	<b>Summary/Review of the course</b>	
<b>[*** FINAL PAPER DUE April 21<sup>st</sup> ***]</b>		

## GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

### **LINGUISTICS STUDENT ADVISING**

For any questions regarding the linguistics major or minor, the organization of your program, or the selection of courses, you can see the linguistics **under/graduate advisor/program director**:

Dr. Robert Murray	SS 824	403-220-8109	<a href="mailto:ling.undergrad@ucalgary.ca">ling.undergrad@ucalgary.ca</a>
Dr. Steve Winters	SS 814	403-220-7230	<a href="mailto:ling.undergrad@ucalgary.ca">ling.undergrad@ucalgary.ca</a>
Dr. Suzanne Curtin	SS 842	403-220-3927	<a href="mailto:linggrad@ucalgary.ca">linggrad@ucalgary.ca</a>

### **FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION**

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit us at the 4<sup>th</sup> Floor of MacEwan Student Centre.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit us in the MacKimmie Library Block.

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

### **FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)**

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information.

For more information on FOIP, please visit: <http://www.ucalgary.ca/secretariat/privacy>  
Or contact Jo-Anne Munn Gafuik at (403) 220-3602 or by email: [munnngafu@ucalgary.ca](mailto:munnngafu@ucalgary.ca)

### **PLAGIARISM AND ACADEMIC MISCONDUCT**

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not. Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
2. parts of the work are taken from another source without reference to the original author,
3. the whole work (e.g. an essay) is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are encouraged to work together in preparing homework assignments. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include; failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations please consult the Student Misconduct web pages in the on-line University Calendar. These can be found at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **EMERGENCY EVACUATION / ASSEMBLY POINTS**

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements.

Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

**Please familiarize yourself with the Emergency Assembly Points listed here:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

**And the Emergency Instructions listed here:** <http://www.ucalgary.ca/emergencyplan/node/28>

### **SAFE WALK INFORMATION**

Twenty four hours a day and seven days a week Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors.

**Requesting Safewalk volunteers to walk with you is easy!**

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

**For more information** call the Safewalk office at 403-220-4750 or email [safewalk@ucalgary.ca](mailto:safewalk@ucalgary.ca).

### **STUDENT REPRESENTATIVE INFORMATION**

The Students' Union in partnership with the University of Calgary and the Graduate Students' Association (GSA) offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the university with the Office of the Student Ombuds.

Students in undergraduate programs, please contact the Student's Union:

<http://www.su.ucalgary.ca/home/contact.html>

Students in graduate programs, please contact the GSA: <http://www.ucalgary.ca/gsa/>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>