

Department of Linguistics  
University of Calgary  
Term/Year: Winter 2013

## **LING 401: SYNTACTIC ANALYSIS I**

Days and Time: Tuesday/Thursday 15:30-16:45

Room: MS-217

Instructor: Dr. Carlos de Cuba

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### **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 and 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.

**Exams:** There will be 2 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:** 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 – double or 1.5 spaced. The topic is open – any analysis of a syntactic problem that interests you is allowed (pending my approval). The problem should be of a manageable size for a paper of this length. 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 and/or any other language that you would like to work with. A 2-page typed paper proposal is due on March 5<sup>th</sup>.

**Paper Proposal:** 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).

**Paper Outline:** This will be done after your Paper Proposal had been accepted. You will provide a detailed outline of your final paper, laying out the logical structure and details of the different sections of your paper. The idea is for me to get a sense that you are making progress on your paper.

On March 21 we will discuss details on how to write a research paper.

### EVALUATION

Homework Assignments (5 total)	20%	See Course Schedule below
Exam 1	20%	Thursday, February 7
Final paper proposal	5%	Tuesday, March 5
Exam 2	20%	Tuesday, March 19
Final Paper Outline	5%	Thursday, March 28
Final paper	30%	Tuesday, April 16 (Final Paper: 10% Writing Style & Format, 20% 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</b>
Jan 8	<b>Course Overview/Generative Grammar/Syntax</b>	
Jan 10	<b>Review of Carnie-style GB – Unifying movements</b> (Homework 1 assigned, due Tues. Jan 15)	(Carnie Chapter 12)
Jan 15	<b>From GB to Minimalism</b>	(Adger Chapter 1)
Jan 17	<b>Morphosyntactic features</b> (Homework 2 assigned, due Tues. Jan 22)	(Adger Chapter 2)
Jan 22	<b>Constituency and Theta-roles</b>	(Adger Chapter 3)
Jan 24	<b>Representing Phrase Structure</b> (Homework 3 assigned, due Thurs. Jan 31)	(Adger Chapter 4)
Jan 29	<b>Representing Phrase Structure</b>	
Jan 31	<b>Functional Categories: TP</b>	(Adger Chapter 5)
Feb 5	<b>Functional Categories: TP</b>	
Feb 7	<b>EXAM 1</b>	
Feb 12	<b>Subjects &amp; Objects</b>	(Adger Chapter 6)
Feb 14	<b>Subjects &amp; Objects</b> (Homework 4 assigned, due Tues Feb 26)	
Feb 19	<b>READING WEEK – NO CLASSES</b>	
Feb 21	<b>READING WEEK – NO CLASSES</b>	
Feb 26	<b>Subjects &amp; Objects</b>	
Feb 28	<b>Functional Categories: DP</b>	(Adger Chapter 7)
Mar 5	<b>Functional Categories: DP</b>	<b>[PAPER PROPOSAL DUE]</b>
Mar 7	<b>Functional Categories: CP</b> (Homework 5 assigned, due Mar 12)	(Adger Chapter 8)
Mar 12	<b>Functional Categories: CP</b>	
Mar 14	<b>Functional Categories: CP</b>	
Mar 19	<b>EXAM 2</b>	
Mar 21	<b>Writing a research paper</b>	
Mar 26	<b>Wh-Movement</b>	(Adger Chapter 9)
Mar 28	<b>Wh-Movement</b>	<b>[PAPER OUTLINE DUE]</b>
Apr 2	<b>Wh-Movement</b>	
Apr 4	<b>Locality</b>	(Adger Chapter 10)
Apr 9	<b>Locality</b>	
Apr 11	<b>Locality</b>	
Apr 16	<b>Wrap up</b>	<b>[Final Paper Due]</b>

## GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS

### **LINGUISTICS STUDENT ADVISING**

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Undergraduate Advisor	Dr Robert Murray	SS 824	<a href="mailto:lingadv@ucalgary.ca">lingadv@ucalgary.ca</a>
Graduate Program Director	Dr Susanne Carroll	SS 830	<a href="mailto:linggrad@ucalgary.ca">linggrad@ucalgary.ca</a>

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

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building (SS 102), please contact them by phone at 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library, or you can contact them at 403-220-5881, by email [success@ucalgary.ca](mailto:success@ucalgary.ca), or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them at 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodation. 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 403-220-8237. 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/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email [munnhafu@ucalgary.ca](mailto:munnhafu@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 often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. 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 at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

## **EMERGENCY EVACUATION AND 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 following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

## **SAFEWALK 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, contact the Safewalk main office at 403-220-4750, by email [safewalk@ucalgary.ca](mailto:safewalk@ucalgary.ca) or visit their website: <http://www.ucalgary.ca/security/safewalk>.

### **STUDENT REPRESENTATIVE INFORMATION**

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

Students in undergraduate programs, please contact the Student's Union by visiting them in the MacEwan Student Centre, Room MSC 251, by phone at 403-220-6551, by email [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), or visit their website <http://www.su.ucalgary.ca/>.

Students in a graduate program, please contact the GSA at 403-220-5997, by email [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca), or visit their website at: <http://gsa.ucalgary.ca/>. The GSA will be moving offices in 2013, please contact them for their current location.

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. Their office is in the Administration Building, Room A166. Please contact them by phone at 403-220-6420, by email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) or visit their website at: <http://www.ucalgary.ca/provost/students/ombuds>.