

Linguistics 310

Syntax

Fall 2013

Course goals This course involves an examination of the methods and argumentation used in syntactic analysis, both from a general point of view and from the perspective of generative grammar. Emphasis is placed on analyzing language data and on constructing and evaluating syntactic argumentation. Linguistic data will be drawn from English and other languages, and over the course of the semester, we will try to construct a model of (a fragment of) English syntax. Assignments, in-class exercises, and exams are designed to help students develop the skills used in syntactic argumentation.

Meeting time: TR, 2:30-3:45pm

Classroom: Ballantine (BH) 148

Credits: 3

Course prerequisites: L103, L303, or permission of instructor

Instructor: Markus Dickinson

Office: Memorial Hall (MM) 317

Phone: 856-2535

E-mail: md7@indiana.edu

Office hours: M 10am–11am
R 11am–noon
or by appointment

Assignments: There will be one assignment approximately every 2 weeks. These assignments give you the opportunity to work through language data and further explore the topics discussed in class.

Readings: There is a main required textbook we will use:

- Larson, Richard K. (2009). *Grammar as Science*. MIT Press.

Some additional resources (posted on Oncourse as PDF/MS-Word files):

- Borsley, Robert (1999). *Syntactic Theory: A Unified Approach*. Oxford University Press.
- Carnie, Andrew (2007). *Syntax: A Generative Introduction*. (2nd edition) Blackwell.
- Huang, C.-T. James (1996). *Introductory Syntax: Lecture Notes*. Ms. Harvard University.
- Radford, Andrew (1988). *Transformational Grammar: A First Course*. Cambridge University Press.

- Sobin, Nicholas (2011). *Syntactic Analysis: The Basics*. Wiley-Blackwell.
- Tallerman, Maggie (2005). *Understanding Syntax*. (2nd edition). Hodder Arnold.

Note that some material will be presented and discussed only in class (alternate hypotheses to the readings, discussion on particular data sets, etc.)!

Grading: Grades will be based on:

PARTICIPATION	10%	
PROBLEM SETS	42%	(6@7% each)
MIDTERM	20%	Tuesday, October 22, 2:30–3:45pm
FINAL	28%	Tuesday, December 17, 2:45–4:45pm

- Assignments are due by the beginning of each class (9:05am)—you may hand them in or e-mail them to me.
- If you feel that I have graded anything improperly, please contact me outside of class. I will be happy to address your concerns.

Participation In-class activities will be relatively balanced between lectures and discussions, as we will be developing our thoughts on syntax together, based on the data we are examining. Since these activities will be closely connected with solving your take-home problem sets and your in-class exams, regular attendance and participation are crucial to your success in the class.

What you may (not) like: In this class, I am more concerned with you learning how to think syntactically and empirically than I am about deriving correct answers. Some of you will enjoy this; some of you would prefer having a set body of right & wrong knowledge. Just be forewarned that our hypotheses about syntax will change throughout the semester, and that’s a good thing.

Midterm & Final Exams The two exams for this course will be comprehensive. They will be in-class exams, and the format will be similar to that of the problem sets. A review session will be offered for each exam.

Problem Sets You will be given six problem sets throughout the semester, which will count for 42% of the course grade. (Tentative) due dates of the problem sets are given in the *Schedule* below. Homework assignments are due by the beginning of each class—please hand in a hard copy to me. You are welcome to consult with me before an assignment is due if you have any problem/question concerning it. You are also encouraged to work in groups, as long as you write up your answers in your own words. Typing is preferred, though it is not required; if you handwrite, you need to make it legible.

- Late Homework Policy: You will lose one (1) letter grade (10 percentage points) for every 24 hour period after the turn-in time.

Course administration: For now, I plan on making the course notes/slides available on Oncourse, as well as problem sets and the additional readings. Look under *Resources*.

Academic Misconduct: Academic misconduct is not allowed in this course. The Indiana University *Code of Student Rights, Responsibilities, and Conduct* (<http://dsa.indiana.edu/Code/>) defines academic misconduct as “any activity that tends to undermine the academic integrity of the institution . . . Academic misconduct may involve human, hard-copy, or electronic resources . . . Academic misconduct includes, but is not limited to . . . cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct” (II. G.1-6).

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations.

I rely on Disability Services for Students for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted Disability Services are encouraged to do so (812-855-7578; <http://www.indiana.edu/~iubdss/>).

(Tentative) Schedule

Month	Date	Topic	Readings	Assignments
Week 1		Grammar & Grammaticality		
Aug.	27	Intro/What is Syntax?		
	29	Grammar as Knowledge	RL, 1–2; Sobin, ch. 1	
Week 2		Building Blocks		
Sep.	3	Part-of-speech / categories	Tallerman, p. 51–61; RL, 9	
	5	Grammar construction	RL, 3–5	
Week 3		Basic Phrase Structure 1		
	10	Phrase structure rules & trees		
	12	Tree-drawing		PS #1 due
Week 4		Basic Phrase Structure 2		
	17	Structural ambiguity		
	19	Syntax of verbs	RL, 5	
Week 5		Basic Phrase Structure 3		
	24	Theories & constituency	RL, 6–7; Huang, p. 15–20	
	26	C-command	RL, 8	PS #2 due
Week 6		Grammars		
Oct.	1	Refining grammars	RL, 10	
	3	Argument construction	RL, 11–12	
Week 7		The Lexicon		
	8	Subcategorization / Headedness	RL, 13–14; Tallerman, p. 95–106	
	10	Lexicalization		PS #3 due
Week 8		Complements, Adjuncts, & Review		
	15	Complements & Adjuncts	RL, 15–16	

	17	Midterm review		
Week 9		Midterm, Complements, & Adjuncts		
	22	MIDTERM		Midterm
	24	Complements & Adjuncts	Radford, p. 175–196	
Week 10		Complements, Adjuncts, & Relations		
	29	Complements & Adjuncts	RL, 17–18	
	31	Grammatical relations		
Week 11		Clauses		
Nov.	5	Clause types / Sentences	RL, 19	
	7	Verbal phrases	RL, 20	PS #4 due
Week 12		Raising & control		
	12	Raising & control	RL, 21; Borsley, p. 157–159	
	14	NP structure	RL, 22	
Week 13		Binding & X-bar Theory		
	19	Anaphor & Antecedent		PS #5 due
	21	Binding Principles A, B,&C	Carnie, p. 138–144	
Week 13.5ish		Spring Break		
	26	<i>No class, Thanksgiving Break</i>		
	28	<i>No class, Thanksgiving Break</i>		
Week 14		<i>Wh</i> -questions		
Dec.	3	<i>Wh</i> -questions	RL, 24–25	
	5	Topicalization	Radford, p. 530–533	PS #6 due
Week 15		<i>Wh</i> -questions		
	10	<i>Wh</i> -constraints	RL, 26–27; Borsley, p. 193–197	
	12	Final review		
Week 16		Final		
	17	FINAL: Tuesday, December 17		2:45–4:45pm

Disclaimer This syllabus is subject to change. In fact, it probably will change, but all important changes will be in writing.