Syntax II: Issues in Syntax  
Spring Semester 2016

ENGL 627 / LING 522  
T-TH 10:30-11:45pm, Heav 128

Instructor

Dr. Elaine Francis  
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Office: Heav 408  
Office hours: Tues-Thurs 9:45-10:15am and 1:30-2:30pm, or by appointment

Description

An in-depth investigation of syntactic phenomena and the competing theoretical analyses proposed to account for them. Emphasis is on evaluation of the descriptive and explanatory adequacy of syntactic analyses proposed by various authors. Students will also have the opportunity to construct their own analyses.

Topics to be covered:

1. Foundations of Syntax
   - Minimalism and its development from earlier generative theories
   - Comparison of Minimalism with other contemporary theories, including parallel-architecture and construction grammar
   - Different approaches to argument structure
   - Different approaches to typology and universals

2. Lexical categories: the building blocks of syntax
   - Categories and syntactic features
   - Within-category variation and mixed categories
   - Universals and typology of category systems
   - Generative, functionalist, and multi-dimensional theories

3. Relative clauses
   - Internal and external structure of relative clauses
   - Universals and typology of relative clauses
   - Filler-gap dependencies, island constraints, and resumptive pronouns
   - Performance-grammar correspondences in usage and in acquisition

4. Students’ choice
   What topic or topics would you like to learn more about? Help me choose topics and readings.
**Requirements**

This class will be conducted largely like a seminar. There will be a selection of articles to read for each of the three major topics. I will do some lecturing to introduce each topic, and you will each be assigned two articles to present to the rest of the class some time during the semester. Most of the discussion will be determined by your own interests and questions. Evaluation will be as follows:

**Class Participation, Attendance, and Written Responses**

20% / 200

- To get full credit for class participation, you must attend each class, participate in class activities and discussions, complete the assigned reading before class, and bring a written response to each class session for which there is assigned reading (the only exception is the first day of class).

- Your written response should consist of a set of written comments pertaining to the reading(s) assigned for that day, with the main purpose being to facilitate critical discussion in class. It should be at least one page, double spaced or one-half page, single spaced. It does not need to be organized in essay format. Bullet points or numbered items, as well as questions and sentence fragments, are acceptable.

- Your written comments will be checked off for completion at the beginning of each class, and will not be graded for content. However, no credit will be given if I see that your response does not pertain to the assigned reading for that day.

- If you must be absent from class, you may submit your written response early (or late, if necessary) to receive credit for participation. If you have to miss class on a day when a written response is due, your response should be more detailed than usual-- at least two pages double-spaced or one page single-spaced.

- You have two “free” absences during the semester. Please do not submit any documentation. I will simply mark those absences and will not ask any questions. If you miss a class, you may submit a written response to receive credit for participation (see above). If you miss a class for which no written response is due, please see me about an alternative make-up assignment.

- I will deduct 50-points (out of 200) from your class participation grade, for each additional class missed after the first two. “Excused” absences (beyond the two free ones) will be granted only in the following cases: (1) if you have an official accommodation for a disability which specifically affects attendance, or (2) if you experience an illness or emergency situation (for which documentation must be provided). Please do not attend class if you have a fever or feel very ill. If you are diagnosed with flu or other infectious disease, please stay home for as long as your doctor advises.
Written assignments (2) 20% (100 points each)

- You will be assigned two problem sets to write up and hand in.

Article presentations (3) 30% (100 points each)

- On three occasions during the semester you will present an article to the class in a critical way and lead the discussion of the article. You should prepare a brief handout summarizing the points you plan to discuss. More details about article presentations will be given in a separate handout.

Term paper/Presentation or Take-home exam (1) 30% (400 points)

For the end-of-semester assessment, you have a choice of either a take-home exam or a term paper/presentation (choose one). Please let me know which option you plan to take before Spring Break.

Option 1 Term paper/ short presentation

- The term paper will consist of a paper (12-15 page double-spaced, 3000-4000 words, including examples and references) on a syntactic topic of your choice. You may write either a critical essay, comparing and evaluating two or more authors’ perspectives on a particular problem, or a research paper, presenting an original analysis of a new or existing data set in a language that you know. The term paper will be due at 5pm on Tues, May 3. I will need a one-page topic proposal from you by Tues, March 29. Details of the term paper option will be given on a separate document.

- During the last week of classes, you will give a short presentation of the term paper (15 minute presentation + 10 minutes for discussion). The presentation does not need to include everything in the term paper. You can focus on just one or two key arguments. You should prepare a short handout and/or powerpoint.

Option 2 Take-home Exam

- The take-home exam will consist of three essay questions related to the topics covered in class. Each question will require both data analysis (data will be provided) and discussion of theoretical issues. You will pick up the exam on Tues April 26, and hand it in on or before 5pm on Tues, May 3. You may use any resources available to you (readings, notes, etc.), except for the help of your classmates or other people.
Homework 0% (just for practice / discussion)

- In addition to the requirements listed above, you will occasionally be assigned small problem sets related to the readings to prepare for class discussion.

General Policies

Grading

- A+ = 970 and above; A = 930-969; A- = 900-929; B+ = 870-899; B = 830-869; B- = 800-829; C+ = 770-799; C = 730-769; C- = 700-729; D+ = 670-699; D = 630-669; D- = 600-629; F = below 600

Assignments

- Assignments should be completed before the beginning of the class in which they are due. All assignments should be either typed using a word processing program or neatly handwritten. Please staple or clip the pages together. If you use a computer to prepare your assignments, be sure to make regular backups of your work. Email submissions are NOT accepted.

- Late assignments will not be accepted without prior arrangement. If you must be absent on the day that an assignment is due, you are still responsible for submitting it on time (or early).

- Although the above policies are firm, special arrangements can be made in cases of illness or emergency. If an emergency situation occurs, please notify me as soon as it is reasonable to do so.

Plagiarism and Cheating

- You are encouraged to work together with your classmates on the written assignments (with the exception of the take-home exam). However, you should write up each assignment on your own. Please include on your assignment the names of anyone it has been discussed with.

- Copying answers from classmates, allowing others to copy your answers, copying from a book or article without proper citation, and all other forms of plagiarism and cheating as given in the University’s guidelines will result in a zero grade for the relevant tests or assignments and may be reported to the Dean of Students’ office for disciplinary action.

- To avoid any possibility of cheating, DO NOT give any other student a copy of your assignment in either written or electronic form.
Classroom atmosphere

- Feel free to share your ideas and opinions about the course material, and don’t be shy about asking questions. This is a small class, and its success depends on your active participation! (Remember, too, that participation is part of your grade…)

- Please help maintain an atmosphere that is both friendly and professional.

Getting Help

- If you have any questions about the course material or are having any kind of problems in the course, feel free to come discuss it with me. If you cannot make it to office hours, you can set up an appointment at a different time.

- The Dean of Students Office (Schleman 207, 494-1747) provides confidential advice and free counseling for students having any kind of academic or non-academic problems. [http://www.purdue.edu/advocacy/students/index.html](http://www.purdue.edu/advocacy/students/index.html)

- If you need accommodation for a disability, it is your responsibility work with the Disability Resource Center to develop a plan for accommodations in your classes. The DRC can be reached here: 765-494-1247, [http://www.purdue.edu/drc](http://www.purdue.edu/drc). Please meet with me as soon as possible (no later than third week of class) to discuss your accommodation.

Textbook


- This textbook is available online through the Purdue Libraries website, which can be accessed through a link in Blackboard. You have covered most of this material already in Syntax I, but we will be reading certain chapters as background/review before reading the research articles on each topic.

- All additional readings are available in Blackboard.
### Spring 2016 Timetable

(This schedule is only preliminary and will be changed and updated throughout the semester. WA= written assignment; PR=presentation)

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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Presentations &amp; Assignments</th>
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<tr>
<td>1 Jan 12-14</td>
<td>Foundations of syntax: Mainstream Generative Grammar</td>
<td>Tues: Carnie ch. 1; Moravcsik 2006, ch. 6, sections 1-2; Jackendoff 2005, ch. 2</td>
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<td>Thurs: Lasnik 2002; Adger 2014; Jackendoff 2005, ch.3</td>
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<td>2 Jan 19-21</td>
<td>Foundations of syntax: Parallel-architecture theories</td>
<td>Tues: Jackendoff 1999; Culicover &amp; Jackendoff 2006; PR #1 (both articles)</td>
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<td>Thurs: Jackendoff 2011; Carnie ch.19 (LFG) PR #2 (Carnie)</td>
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<td>3 Jan 26-28</td>
<td>Foundations of syntax: Construction Grammar and functionalist theories</td>
<td>Tues: Goldberg 2003; Moravcsik 2006, ch. 6, section 4; Michaelis 2015</td>
<td>PR #3 (Michaelis)</td>
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<td>Thurs: Goldberg 2009; Butler 2006 PR #4 (Goldberg)</td>
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<td>4 Feb 2-4</td>
<td>Lexical categories in generative grammar and the problem of lexical categories</td>
<td>Tues: Carnie ch. 2; Radford 2004, ch. 2; Chomsky 1981, ch. 2, Sec. 2.3</td>
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<td>Thurs: Baker 2003, ch. 1 PR #5 (Baker)</td>
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<td>5 Feb 9-11</td>
<td>Baker’s alternative generative theory and Croft’s Radical Construction Grammar</td>
<td>Tues: Baker 2003, ch. 2 and ch. 4, section 4.6.3 only PR #6 (Croft)</td>
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<td>Thurs: Croft 2001, ch. 2</td>
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<td>6 Feb 16-18</td>
<td>Within-category and cross-linguistic variation</td>
<td>Tues: Cristofaro 2009 PR #7 (Cristofaro)</td>
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<td>Feb 23-25</td>
<td>Multidimensional theories: category mismatch, mixed categories, and inheritance</td>
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<td>Mar 1-3</td>
<td>Relative clauses and wh-movement</td>
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<td>Mar 8-10</td>
<td>Island constraints</td>
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<td><strong>Mar 14-19: NO CLASSES, SPRING BREAK</strong></td>
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<td>10</td>
<td>Mar 22-24</td>
<td>Resumption in relative clauses</td>
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<td>11</td>
<td>Mar 29-31</td>
<td>Resumption in relative clauses</td>
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<td>12</td>
<td>April 5-7</td>
<td>Topic and readings to be announced</td>
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<td>14</td>
<td>April 19-21</td>
<td>Term paper presentations</td>
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<td>16</td>
<td>May 2-7</td>
<td>No classes during exam week</td>
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