

LIN 6520 Syntax 2  
LIN 4930 Special topics in linguistics

Spring 2025

when: T 7, R 7-8 (Tuesday 1:55 PM - 2:45 PM, Thursday 1:55 PM - 3:50 PM) where: MAT 0102 course website: <a href="https://elearning.ufl.edu">elearning.ufl.edu</a> on Canvas
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instructor: Irina Burukina      e-mail: <a href="mailto:irinaburukina@ufl.edu">irinaburukina@ufl.edu</a> phone: TBA office: TBA office hours (in person & Zoom): Tuesdays 3 PM - 5 PM and by appointment
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## 1 Course description

This advanced syntax course builds upon the concepts introduced in LIN4500/LIN6501, further developing and refining our understanding of the theory of grammar. We will revisit some of the problems introduced in Syntax 1, examine additional related phenomena, discuss competing theoretical approaches and evaluate their implications for syntactic theory.

Theoretical topics to be discussed:

- basic principles of Minimalism
- nominal licensing, agreement, Case
- split vP-VoiceP
- clausal periphery
- non-finite clauses, control, raising
- restructuring
- phases

## 2 Learning objectives

After completing the course the students will be able to:

- apply concepts and principles of generative syntax to analyze novel linguistic data,
- work within a formal theory, formulate hypotheses, test them, and interpret the results,
- critically engage with primary literature in syntax,
- present research ideas, arguments, and findings in a clear concise manner.

### 3 Prerequisites

LIN450/LIN6501 (Syntax 1)

### 4 Course materials

*Required readings:*

The readings for the course include selections from various textbooks, survey chapters, and journal articles. All the reading materials will be available on Canvas.

*Required textbook:* **none.**

*Optional textbook:*

Carnie, Andrew. 2021. *Syntax: A Generative Introduction*, 4th ed. (You can also use the 3rd edition of this textbook).

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

### 5 Course requirements

- Thursday Test Question – 8%
- homework – 32% (8% for each HW)
- paper presentation – 20%
- squib – 20%
- conference abstract – 20%

Late assignments are not accepted without valid proof of an emergency situation.

You are encouraged to discuss your project with other students. However, you should write your texts individually; see also the Academic Honesty section below. Identical or nearly identical answers/squibs/abstracts will get '0' points. Texts copied from the internet or generated by the AI tools will get '0' points.

#### 5.1 Thursday Test Question

After each Tuesday class (**starting on January 21**), you should prepare one Test Question based on the material discussed on that Tuesday and the preceding Thursday. Don't show the question to your classmates. Bring it **to the next class**. We will start every Thursday session by going through your (plural) questions: one student asks their question and another student answers it.

A good Test Question: (i) is a question about the theory (discussed in class and presented in the readings), (ii) has a clear unambiguous short answer. Yes-no questions and multiple-choice questions do not count.

#### 5.2 Homework

There will be **four** homework assignments. These will be mainly problem sets focusing on applying the concept and principles discussed in class to new linguistic data. All homework assignments are due by Tuesday morning (9 AM). Please type your answers and submit the assignments on Canvas (as a pdf or doc file). The homework assignments will be graded on a satisfactory-unsatisfactory basis. We will discuss them in class.

Tools for drawing syntactic trees:

- [Treeform](#), [download](#)
- [SynTree](#) [online](#)
- [jsSyntaxTree](#) [online](#)
- L<sup>A</sup>T<sub>E</sub>X packages: [qtree](#)

### 5.3 Paper presentation

Each student is expected to choose one paper from the Reading list and present it in class.

These presentations should:

- run 25-30 minutes,
- include either a short handout or slides,
- summarize the paper's main claims, key arguments, and broader theoretical implications,
- follow the format of a conference presentation, as much as possible.

You do not need to cover every empirical observation in the paper. You are encouraged to include your own critical evaluation of the proposed analysis, but make sure that you clearly distinguish between the author's arguments and your commentary.

You should let me know which paper you would like to present by **January 28**.

### 5.4 Squib & Conference abstract

The research-related work for this course consists of a squib and a conference abstract. The **squib** is due on **March 25**, the **abstract** is due on **April 26**.

A **squib** is a short research paper that calls attention to a theoretically unexpected observation about language that is potentially relevant to a certain theory. A squib does not need to present a complete analysis, but it should outline one or several research hypotheses.

Your **squib** should:

- present an interesting puzzle/problem,
- explain its relevance to the syntactic theory,
- formulate a testable hypothesis or two,
- outline possible implications.

Your squib should **not** be a summary of the existing literature (though it will inevitably refer to it).

The squib length is approximately 12 pages or 5000 words; see the style sheet [here \(LI\)](#) or [here \(Glossa\)](#).

Start thinking about the topic of your squib early. You must send me your topic by **March 6** at the latest, and you should meet with me (in person or via Zoom) at the beginning of March to discuss it.

For examples of squibs, see [Linguistic Inquiry website](#) or [Glossa website](#).

The second part of the research project is writing a **conference-style abstract**.

Your **abstract** should:

- build on your squib topic (an alternative topic must be approved in advance, no later than April 1),
- incorporate feedback received on your squib,

- follow standard conference abstract formatting requirements: be max. two pages (12 or 11 pt, single-spaced, 1-inch margins on all sides), with an additional page used for the references if necessary.

While your abstract does not have to be camera-ready, it may be a good idea to think of a potential conference/workshop to which to submit it and tailor the text accordingly.

For examples [see the program of ConSOLE30](#).

[Here is a helpful video on how to write conference abstracts from the Linguistic Society of America.](#)

## 6 Grading

The course follows UF grading policies; [see the official webpage](#).

	B+	84-86	C+	74-76	D+	64-66	E	56 and below
A	90-100	B	80-83	C	70-73	D	60-63	
A-	87-89	B-	77-79	C-	67-69	D-	57-59	

## 7 Attendance

Attendance is **not** a part of your grade. Nevertheless, you have to attend the classes, take notes, and participate in the discussion. If you have to miss a class, you should go through the corresponding handout and study the assigned materials; if you have questions, you can schedule an appointment with me.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

## 8 Exams

There is no separate exam for this course. Your squib and conference abstract are considered the final project.

## 9 Academic honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor in this class.

## 10 Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## 11 Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

## 12 Recording policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## 13 Campus resources

### 13.1 Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or [visit U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. [Visit the UF Health Emergency Room and Trauma Center website](#).

- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

## 13.2 Academic resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). [Visit the UF Computing Help Desk website](#).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. [Visit the website of Career assistance and counseling services](#).
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information. [Visit the library support website](#).
- *Teaching Center*: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. [Visit the Teaching Center website](#).
- *Writing Studio*: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers. [Visit the Writing Studio website](#).
- *Academic Complaints*: Office of the Ombuds. [Visit the Complaint Portal webpage](#).
- *Enrollment Management Complaints (Registrar, Financial Aid, Admissions)*: [Visit the Student Complaint Procedure webpage](#).

## 14 Tentative schedule

This is a preliminary schedule of the course. Changes to it will be announced in class in advance.

You have to read all of the assigned readings (indicated in the schedule) **before** the class.

Date	Topic	Reading	Extra
Jan. 14	syllabus		
16	minimalism, BPS	Adger & Roberts 2021	
21	BPS	Hornstein et al. 2005 ch. 6	
23	phi-features, agreement	Adger 2003 ch. 2, Smith et al. 2020	
28	agreement	Bejar 2008, Clem & Norris 2024	choose a paper to present
30	agreement	Deal 2015	
Feb. 4	thematic domain	Carnie 2013 ch. 14	<b>HW1 discussion</b>
6	split vP-VoiceP	Harley 2013, optional Harley 2017	
11	in-class practice		
13	high/low applicatives	Pylkkänen 2000, Larson 2010	
18	applicatives/causatives	Zúñiga & Creissels 2024, Polinsky 2024	<b>HW2 discussion</b>
20	clausal periphery	Rizzi 1997, Rizzi & Bocci 2017	
25	clausal periphery		
27	infinitives, control vs. raising	Landau 2013 ch. 1-2-3, optional Potsdam & Haddad 2017	
March 4	OC vs NOC	Landau 2024 ch. 4, Landau 2021 ch. 11.4	
6	predicative vs. logophoric control	Landau 2024 ch. 5	project topic deadline
11	control (extra)		<b>HW3 discussion</b>
13	restructuring	Wurmbrand 2004, Wurmbrand 2014	
18 20	spring break		
25	A vs. A-bar movement	Adger 2003 ch. 10	<b>squib due</b>
27	constraints on movement	Szabolcsi & Lohndal 2017	
April 1	constraints on movement		
3	phases	Citko 2014 ch. 2-3-4; optional Bošković 2014	
8	phases		<b>HW4 discussion</b>
10	cross-clausal A dependencies	Wurmbrand 2019, Fong 2019, den Dikken 2017	
15	CCAs		
17			
22	discuss your conference abstracts		
April 26	no class		<b>abstract due</b>