

## LIN 4930/6520 Syntax 2

W 2 - 4

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### **Course Description**

This course is an investigation of some of the core areas of research in transformational syntax, building on LIN 4500/6501 Syntax 1. Topics this semester are

- advanced clause structure
- A' movement and movement locality
- covert movement and Logical Form
- exceptives

The course is part of a National Science Foundation research project, “Collaborative Research: Variation in Exceptive Structures” (see the project website at [exceptives.lin.ufl.edu](http://exceptives.lin.ufl.edu)). One goal of the course is to introduce students to the exceptive construction (e.g. *Everybody loves syntax, except Calvin*). We will explore the syntax of exceptives and students will contribute to the project by documenting and analyzing exceptives in a language of their choice.

The course is being jointly taught with my research colleague on the project, Dr. Maria Polinsky at the University of Maryland, College Park, and is being jointly attended by students in her LING 819 Seminar in Syntactic Theory.

### **Objectives**

- further develop analytical skills and syntactic argumentation
- update theoretical understanding to the current Minimalist Program machinery
- explore the syntax of typologically diverse languages
- engage the primary theoretical literature
- conduct original descriptive and theoretical research on exceptives

### **Prerequisites**

LIN 4500/6501 (Syntax) and, ideally, LIN 4803/6804 (Semantics)

### **Materials**

The readings for the course include selections from various textbooks, survey chapters, and journal articles. All the reading materials, handouts, assignments, discussion blogs, and schedules are available on Canvas.

**Requirements**

- homework 50%
- practice exercises 20%
- presentation 10%
- final project 20%

0. *Preparation.* Although attendance is not part of your grade, regular attendance, participation, and thoughtful completion of the readings and at-home exercises are important. Please set aside enough time to do the required preparation thoroughly.

1. *Homeworks.* There will be four homeworks. The first will be a traditional syntax problem asking you to analyze some linguistic data. You may discuss this homework with other members of the class but the write up must be done entirely on your own. If you consult outside materials, they must be properly acknowledged and cited.

The remaining three homeworks will guide you in investigating exceptions in a language of your choice using the project’s [Exceptions Questionnaire](#). For these three homeworks, you may work with UF or UMD students in groups of up to three.

2. *Practice exercises.* Throughout the semester there will be at home practice exercises to aid you in thinking about and apply the class material. We will discuss selected problems in class, and you will be asked to turn in one or more problems from each set through Canvas. It will be graded on a satisfactory-unsatisfactory basis. Answers to the practice exercises will typically be provided.

3. *Presentation.* At the end of the semester, you will present selected findings on exceptions in your language to the class.

4. *Final project.* The final project will be to complete the Exceptions Questionnaire based on your Homeworks 2-4 and the feedback you have received from the instructors and other students.

**Grading**

Work will be graded using the letter scale below. The corresponding numerical score on a one hundred point scale is given.

A	96	excellent	C+	78	D	65	marginal work
A-	92		C	75	D-	62	satisfactory
B+	88		C-	72	E	30	unsatisfactory
B	85	good	D+	68		0	missing work
B-	82						

The course grading scale is as follows:

A	93.3 – 100	B	83.3 – 86.6	C	73.3 – 76.6	D	63.3 – 66.6
A-	90 – 93.2	B-	80 – 83.2	C-	70 – 73.2	D-	60 – 63.2
B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9	E	< 60

Further information about UF’s grading policies and the calculation of grade point averages is at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### **Other Issues**

*Attendance and participation.* All requests for exceptions to assignment due dates due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances should be made before the assignment due date if at all possible. If you know that you will be unable to complete any work on time, contact the instructor to make arrangements prior to the due date. UF attendance policies are available at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

*Academic honesty.* Academic misconduct, including but not limited to cheating and plagiarism, will not be tolerated. It may result in disciplinary action and an E for the course. 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 Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

*Accommodations for students with disabilities.* Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

*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. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive, in their Canvas course menu under GatorEvals, or via the evaluation system at <https://ufl.bluera.com/ufl>. Summaries of course evaluation results are available to students at the public results website at <https://gatorevals.aa.ufl.edu/public-results/>.

*Campus resources.* The following health and wellness resources are available to students:

- U Matter, We Care, [umatter@ufl.edu](mailto:umatter@ufl.edu), 392-1575
- Counseling & Wellness Center, <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575
- Student Health Care Center, <https://shcc.ufl.edu>, 392-1161, 24 hours a day, 7 days a week
- GatorWell Health Promotion Services, <https://gatorwell.ufsa.ufl.edu>, 273-4450
- University Police Department, <http://www.police.ufl.edu>, 392-1111
- Dean of Students office, <http://dso.ufl.edu/>, 392-1261
- Disability Resource Center, <https://disability.ufl.edu/students/get-started/>, [DRCAccessUF@ufsa.ufl.edu](mailto:DRCAccessUF@ufsa.ufl.edu), 392-8565
- Multicultural and Diversity Affairs, <https://multicultural.ufl.edu>, 294-7850
- Office of Student Veteran Services, <http://veterans.ufl.edu>, [vacounselor@ufl.edu](mailto:vacounselor@ufl.edu), 294-2948

*Academic resources.* The following academic resources are available:

- *E-learning technical support*, 392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), <https://lss.at.ufl.edu/help.shtml>
- *Career Connections Center*, Reitz Union, 392-1601, <https://career.ufl.edu/>

- *Library Support*, <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420, <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138, <http://writing.ufl.edu/writing-studio/>
- *Student Complaints On-Campus*, <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- *On-Line Students Complaints*: <http://distance.ufl.edu/student-complaint-process/>

*Computer Access.* The University requires that you have access to and on-going use of a computer. This should not be a tablet device or smartphone, but an actual desktop or laptop computer. Minimum equipment specifications are available at: <https://it.ufl.edu/policies/student-computing-requirements/>.

*Netiquette.* Please be respectful of your classmates during online classes.

- Zoom in on time or a few minutes early if possible.
- Find a quiet indoor space with a stable internet connection to attend class. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Enable your webcam if possible
- Be aware of your surroundings. Everyone sees what is behind you. Make sure the background is not distracting or something you would not want your classmates to see.
- Dress appropriately. Remember, everyone can see you.
- Follow the same rules of respectful interaction as you would in a face-to-face setting

*COVID.* In response to COVID-19, the following university recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](http://one.ufl.edu) for screening, testing, and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider or the UF Student Health Care Center at 352-392-1161 if you are ill and need immediate care.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

### ***Schedule***

The following schedule summarizes the course content. Please be aware that the schedule will be influenced to some extent by student background and interests. **Consult Canvas for the most up-to-date schedule.**

A typical class will be divided into two halves, covering distinct topics. The second half of a class will introduce a topic, which might include a background refresher, basic proposals, new concepts. This will hopefully give you some of what you need to succeed with any assigned reading. In the first half of the next class, we will delve into the topic further, discuss a relevant article, and/or do practice problems.

## Tentative Schedule

DAY	TOPIC	READING	OPTIONAL READING
<i>Clause Structure</i>			
Jan. 11	syllabus, GB architecture, Minimalist architecture	Boeckx 2006 ch. 1-3, Hornstein Introduction	HNG 1, 2
	minimalist case study: Bare Phrase Structure	Carnie 2021:ch. 19	Hornstein & Nunes 2008
18	Bare Phrase Structure	HNG 6	
	comparative clause structure	Santorini & Kroch 2007 ch. 6	Pollock 1989
25	morphosyntactic features, feature checking, Agree	Adger 2003 ch. 2	Preminger 2013
Feb. 1	practice exercises 1		
	Predicate-Internal Subject Hypothesis	McCloskey 1997	HNG 3.1-3.2, Kratzer 1996, Bruening 2010
8	VoiceP	Harley 2013	Harley 2017
	left periphery	Lambrecht 1994, Gundel 1998, Rizzi 1997	Abels 2012
15	ellipsis, <b>HW 1</b>	Merchant 2018, van Craenenbroeck & Merchant 2013	Lipták 2015, Lasnik & Funakoshi 2018, Chung 2013
<i>Exceptives</i>			
22	practice exercises 2		
	exceptives introduction	Intro to Exceptives Questionnaire, sections 1-3, 5, García Álvarez 2008:ch. 1	García Álvarez 2008:ch. 2
March 1	exceptives: phrasal vs. clausal	Intro to Exceptives Questionnaire, section 4, 6, 7 Soltan 2016	Pérez-Jiménez & Moreno-Quibén 2012

<i>A' movement and Locality</i>			
8	Van Craenenbroeck & Lipták 2013, <b>HW 2</b>	Van Craenenbroeck & Lipták 2013	Adger et al. 2017, van Urk 2015 ch. 2
	A- vs. A'-movement	Adger 2003:10.4, Culicover 2001:1-9, Büning 2005:12.1-12.2, 12.5, Bhatt 2004:sect. 1-3	van Urk 2015:15-17 & ch. 2, Adger et al. 2017, Safir 2017, Sportiche 2017
15	Spring Break (UF)		
22	practice exercises 3		Richards 2014, Corver 2017, Rouveret 2017
	locality	Sportiche et al. 2014	Szabolcsi & Lohndal 2017, den Dikken & Lahne 2013
29	Abels 2018, <b>HW 3</b>	Abels 2018	Wu 2022
	successive cyclic movement, phases	Radford 2004:ch. 10, Citko 2014:2.3-2.5	den Dikken 2017
April 5	Bošković 2014	Bošković 2014	Wurmbrand 2017
	wh-in-situ, covert movement, LF	Poole 2011:188-200, 219-222	
<i>Covert movement and Logical Form</i>			
12	practice exercises 4		
	wh-movement, Quantifier Raising	Bayer & Cheng, 2017, Poole 2011:201-216	Pesetsky 1987, Chung, Reintges, & Lesourd 2006
19	properties of QR, <b>HW 4</b>		
	exceptives & LF		
26	exceptives		
	presentations		
May 3	UMD presentations, <b>final project (UF)</b>		