LIN 4930/6520 Syntax 2
T 2 - 3, Th 3   MAT 102

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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. Topics this semester are
- advanced clause structure
- A' movement and constraints on movement
- covert movement and Logical Form

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 syntactic research

Prerequisites

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

Materials

The readings for the course include selections from the following textbooks and a number of articles. All the reading materials, handouts, and assignments are available on Canvas.

Hornstein, Norbert, Jairo Nuñes, and Kleanthes Grohmann. 2005. *Understanding Minimalism: An introduction to Minimalist syntax*. Cambridge: Cambridge University Press.
Adger, David. 2003. *Core syntax*. Oxford: Oxford University Press.
Santorini, Beatrice, and Anthony Kroch. 2007-. The syntax of natural language: An online introduction using the Trees program. http://www.ling.upenn.edu/~beatrice/syntax-textbook.

Requirements

- homework   40%
- practice exercises   20%
- squibs   40%

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 two homeworks. These will focus on applying the class material to new data. You may discuss the homeworks 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.

2.   *Practice exercises*. There will be at home exercises to aid you in thinking about and apply the class material. We will discuss selected problems in class, and I will ask you to turn in one problem from each set through Canvas. It will be graded on a satisfactory-unsatisfactory basis.

3.   *Squibs*. The research-related work for this course consists of two squibs. They are due on **March 12** and **April 29**.
        A squib is a short research paper. It differs from longer papers in that it is more focused, and it tends to address one quite circumscribed topic. A unique feature of a squib is that it need not propose a solution to a particular problem. It can present data and clearly point out the relevance of the data to theoretical issues. Another way to think about squibs is that they are like syntax homework assignments where you have to come up with the data in addition to the analysis. The most difficult parts of a squib are finding an appropriate topic and keeping it focused. You will be guided along in the process. Your squib should represent original work; it should not take a topic and simply review what other researchers have said about it. The squib is not to be a literature summary, although you should consider what other researchers have proposed. The squibs should have either new data that is relevant to some theoretical question or an original analysis of existing data. I have placed examples on Canvas. A good place to see example squibs is in *Linguistic Inquiry*.
        Squibs are approximately 12 double-spaced pages including footnotes but not references, with 1" margins. A link to a style sheet is at http://www.mitpressjournals.org/page/sub/ling.
        If your first squib is particularly promising and interesting, you may revise and expand it into a final paper, instead of writing a second squib. It should approach conference quality and be approximately 20 pages in length.
        The homeworks and squibs (or paper) will be graded on the following criteria: i) organization, ii) clarity, iii) understanding and use of syntactic theory, iv) argumentation, v) originality, vi) content.
        One of the most difficult aspects of writing a paper is coming up with a promising and well-defined topic. Please be on the lookout for a topic early. You must meet with me to discuss your squib topic at least two weeks before the due date. This will be 5% of the squib grade.

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	satisfactory	D-	62	
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. This course is largely about collecting and analyzing linguistic data. We will spend a great deal of time collecting data, organizing the data, going over our findings, thinking about their implications, formulating analytical hypotheses, and planning ways to elicit more data to test our ideas. Although the data from class will ultimately be recorded, posted, shared, and collectively corrected, you cannot do well if you are not present in class and actively engaged in the elicitation and analysis. 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.
    If you use outside references in your work, they should always be properly cited. Copying or sharing any part of your homework assignments in any way, shape, or form is strictly prohibited. For computer work, this includes, but is not limited to, using the same file/document as someone else, using a modified file/document, or copying information between files/documents. No written work may be a joint effort unless explicitly permitted and acknowledged.

Accommodations for students with disabilities. Students requesting accommodations must first register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure 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. Guidance on how to give feedback in a professional and respectful manner is available at https://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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students 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, 392-1575
> *Counseling & Wellness Center,* https://counseling.ufl.edu, 392-1575
> *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161
> *University Police Department*, http://www.police.ufl.edu, 392-1111 (or dial 9-1-1_

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, 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/

Tentative Schedule

The basic schedule below gives an idea of the topics we will cover. It is somewhat tentative, as I am constantly trying to update the readings with newer and more readable papers. Please see the splash page on Canvas for a constantly-updated schedule that includes readings, handouts, and at-home work.

HNG = Hornstein, Nuñes, & Grohmann

DAY	TOPIC	READING	OPTIONAL READING
Clause Structure			
Jan. 7	syllabus, GB architecture, Minimalist archicture	Boeckx 2006: ch. 1-3	HNG1, 2
9	minimalist case study: Bare Phrase Structure	HNG 6	Hornstein & Nunes 2008
14	Bare Phrase Structure	HNG 6.4	
16	comparative syntax	Santorini & Kroch 2007 ch. 6	Pollock 1989
21	morphosyntactic features, feature checking, Agree	Adger 2003 ch. 2	
23	practice exercises 1, reading journal articles		
28	Predicate-Internal Subject Hypothesis	McCloskey 1997	HNG 3.1-3.2, Kratzer 1996
30	floating quantifiers	Zyman 2018	Bobaljik 2003
Feb. 4	verb-initial word order, VoiceP	Harley 2013	Clemens & Polinsky 2017, Clemens & Coon 2018
6	practice exercises 2		
11	left periphery	Gundel 1998, Lambrecht 1994, Rizzi 1997, Rizzi & Bocci 2017 (sections 1-4)	Abels 2012
13	left periphery		Haegeman & Gueron 1999

A' movement and Constraints on Movement

18	A versus A' movement **HW 1 due**	Adger 2003 ch. 10.4, Büring 12.1-12.2, 12.5, Culicover 2001:1-9	Adger et al. 2017, van Urk 2015 ch. 2
20	practice exercises 3		Richards 2014
25	relative clauses	Andrews 2007, Santorini & Kroch 2007 ch. 11:9-13	
27	relative clauses	Bhatt 2002	Deal 2016
3	Spring Break		
5	Spring Break		
10	constraints on movement, Subjacency	Szabolcsi & Lohndal 2017	
12	CED, cyclic movement **squib 1 due**		den Dikken 2017
17	practice problems 4, phases, PIC	Citko 2014:2-3-2.5, Radford 2004:ch. 10	
19	phases	Bošković 2014	van Urk and Richards 2015, Rackowski & Richards 2005
24	covert movement, LF, wh-in-situ	Poole 2011:188-200, 219-222, Bayer & Cheng 2017	Pesetsky 1987
26	wh-questions	Bruening and Tran 2006	Soltan 2012
31	practice problems 5, scope and scope ambiguities	Poole 2011:201-216	Büring 2005 ch. 4.1-4.4
April 2	Quantifier Raising **HW 2 due**		
7	QR		Huang 1995
9	theories of QR	Kiss & Pafel 2017, Fox 2000	
14			
16			
21	practice problems 6		
April 29	**squib 2 due**		