LIN 6520 Syntax 2
T 5 - 6, Th 6   CBD 234

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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

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

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

Materials
The readings for the course include selections from the following textbooks and a number of articles.

Hornstein, Norbert, Jairo Nuñes, & 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.

All the reading materials, handouts, and assignments are available on Canvas. I will also keep the calendar function updated.

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

1.   *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.

2.   *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 your write up must be done entirely on your own. If you consult outside materials, they must be thoroughly and properly acknowledged and cited.

3.   *Practice exercises*. There will be at home exercises to force you to think 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. It will be graded on a satisfactory-unsatisfactory basis.

4.   *Squibs*. The research-related work for this course consists of two squibs. They are due on **March 12** and **April 28**.
        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 without having a complete analysis. It must however clearly point out the relevance of the data to current 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. I prefer that you 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 around 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 look out for a topic early. All topics should be discussed with the instructor.

The following course grading scale will be used: A (94-100), A- (90-93.9), B+ (87-89.9), B (84-86.9), B- (80-83.9), C+ (77-79.9), C (74-76.9), C- (70-73.9), D+ (67-69.9), D (64-66.9), D- (60-63.9), E (<61). UF grade point averages are calculated based on the following: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

Other Issues

Missed/Late Work. You should assume that late work will not be accepted. All requests for exceptions due to illness, religious obligations, unexpected emergencies, or other extenuating circumstances must be made before the assignment due date. 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.

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. The University has an Honor Code, which reads as follows: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity". You can read all about it at http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The bottom line is "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." This includes relying on another student's work from a previous instantiation of this course. Do not use others' work in this class.

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 in any way unless explicitly permitted and acknowledged.

Accommodations for students with disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office: http://www.dso.ufl.edu/drc. The Dean of Students Office will provide documentation to the student with instructions on how to proceed in obtaining appropriate accommodations.

Tentative Schedule

The basic schedule below will give you an idea of where we are going. It is quite tentative, as I am constantly trying to update the readings with newer and more readable papers.

HNG = Hornstein, Nuñes, & Grohmann

DAY	TOPIC	READING	OPTIONAL READING
Advanced Clause Structure			
Jan. 6	syllabus, GB and Minimalism	HNG 1, Boeckx 2006	HNG 2
8	Minimalist case study: Bare phrase structure	HNG 6	Hornstein & Nunes 2008
13	comparative syntax, feature checking	Santorini & Kroch 2007 ch. 6, Adger 2003 ch. 2	Pollock 1989
15	reading journal articles		
20	practice exercises, Agree	Haegeman & Lohndal 2010	Preminger 2013
22	verb raising	Koeneman & Zeijlstra 2014	
27	Predicate-Internal Subject Hypothesis	HNG 3, McCloskey 1997, Bobaljik 2003	Kratzer 1996
29	double objects	Adger 2003 ch. 4, HNG 3.3	
Feb. 3	practice exercise 2, double objects	Santorini & Kroch 2007 ch. 7	Bruening 2010
5	Case and EPP	HNG 4	Alexiadou & Anagnostopoulou 1998
Feb. 10	the left periphery	Gundel 1998, Lambrecht 1994, Rizzi 1997	Haegeman & Gueron 1999
12	practice problems 3		Abels 2012

A′ movement and Constraints on Movement			
Feb. 17	A versus A′ movement **HW 1 due**	Büring 12.1-12.2, 12.4-12.5	Culicover 2001
19	A′ diagnostics	Polinsky & Potsdam 2015 (sect. 2 & 3)	
24	relative clauses	Andrews 2007, Santorini & Kroch 2007 ch. 11 (RC section)	
26	relative clauses	Bhatt 2002	
Mar. 3	Spring Break		
5	Spring Break		
10	practice problems 4, constraints on movement, Subjacency	Adger 2003:ch. 10, Santorini & Kroch 2007 ch. 11 (up to RC section)	Pesetsky 1987
12	cyclic movement, CED **squib 1 due**		
17	NO CLASS		
19	NO CLASS		
24	practic problems 5, phases, PIC	Radford 2004 ch. 10	
26	phases	Hiraiwa 2010	
31	phases	van Urk & Richards 2013	Rackowski and Richards 2005
April 2	sluicing	Merchant 2006, Vicente 2016	
7	sluicing	Toosarvandani 2008	Gribanova 2013
9	wh-in-situ	Poole 2011:188-200, 219-222	Cheng 2003
14	wh-in-situ **HW 2 due**	Bruening and Tran 2006	Aoun & Li 1993, Soltan 2010, Pesetsky 1987
16	practice problems 6		
21	QR	Poole 2011:201-216	
Apr. 28	**squib 2 due**		