

# Linguistics 5331-001–Advanced Formal Syntax

Spring 2011  
UT Arlington

## Course Information

Instructor: Joey Sabbagh

Contact Information: Office: Hammond Hall 407, email: sabbagh@uta.edu

Class meeting time & location: Tuesday & Thursday, 11am-12.20pm, Trimble Hall 216

Office Hours: Wednesday 1-2, Thursday 1-2, or by appointment.

## Course Overview and Objectives

This course is a continuation of Ling 5330 (Formal Syntax). Building on what you learned in Ling 5330, this course will focus on just two major topics. The first of these topics is the nature of movement rules that form (apparent) unbounded dependencies (e.g., *wh*-movement, relative clause formation, topicalization, etc.). The second of these topics is the workings of anaphora, specifically, the relation between anaphoric elements (e.g., pronouns) and their antecedents. In contrast to Ling 5330, there will be less emphasis in this course on problems sets and a greater emphasis placed on gaining familiarity with the primary syntactic literature and on developing your own research projects. Also in contrast to Ling 5330, this course will be less concerned with developing a set of shared theoretical assumptions, but instead will focus more on critical survey of some of the most important discoveries in syntactic theory (past and present).

## Requirements

- 2-3 Problems sets [10% each].
- 3 squibs. [15% each].
- A revised and expanded version of one of your three squibs [15%].
- A final term paper based on this squib [40%].

## Preliminary outline of topics and readings (subject to changes)

Week 1: Basics of *Wh*-movement; The A vs.  $\bar{A}$ -typology of movement rules [Zuraw].

Week 2: More properties of  $\bar{A}$ -movement, [\*Enghdal 1983].

Week 3: The structure of the noun phrase; Other  $\bar{A}$ -constructions, [\*Abney 1987; Ross 1967]

Week 4: Ross' Islands, [Ross 1967 (cont.)]

Week 5: Subjacency, [\*Chomsky 1977; Bresnan 1977]

Week 6: Cross-linguistic evidence.

Week 7: Sluicing and Island repair, [Merchant 2001]

Week 8: Subjacency revisited, [Fox & Pesetsky 2005]

Week 9: Spring Break.

Week 10: Remaining issues, [Chung 1994, Hofmeister & Sag 2010]

Week 11: Constraints on coreference, [Langacker 1969, Lasnik 1976].

Week 12: Binding Theory [Rienhart 1981, Chomsky 1986].

Week 13: Non-configurational views of binding [Pollard & Sag 1994, Reinhart & Reuland 1995].

Week 14: Verb Phrase Ellipsis.

Week 15-16: TBA.

(Note: An ‘\*’ indicates an optional reading.)

## Reading List

All readings will be made available at: [ling.uta.edu/~joey](http://ling.uta.edu/~joey).

- Zuraw, Kie. No date. ‘General tips for reading scholarly articles’.
- Abney, Stephen. 1987. *The English Noun Phrase in its Sentential Aspect*. PhD dissertation.
- Engldahl, Elisabet. 1983. ‘Parasitic Gaps’. *Linguistics & Philosophy*, V. 6, 5-34.
- Ross, Haj. 1967. *Constraints on Variables in Syntax*. Ph.D. dissertation, MIT. (Chapter 4 of *Infinite Syntax!*, 1986, Alex Publishing Corporation, pp. 70-156.)
- Chomsky, Noam. 1977. ‘On Wh-movement’. In P. Culicover, T. Wasow, and A. Akmajian (eds.), *Formal Syntax*, 71-132. New York: Academic Press.
- Bresnan, Joan. 1977. ‘Variables in the theory of transformation part I: Bounded versus unbounded transformations’, In P. Culicover, T. Wasow, and A. Akmajian (eds.), *Formal Syntax*, 157-183. New York: Academic Press.
- Merchant, Jason. 2001. *The syntax of silence: Sluicing, islands, and the theory of ellipsis*. Oxford University Press: Oxford. (Selected portions TBA)
- Fox, Danny and David Pesetsky. 2005. ‘Cyclic linearization and Syntactic Structure’. *Theoretical Linguistics*, Vol. 31, pp. 1-45.
- Chung, Sandra 1994. ‘Wh-agreement and Referentiality in Chamorro’. *Linguistic Inquiry*, Vol. 25:1, pp. 1-44.
- Hofmeister, Philip and Ivan Sag. 2010. ‘Cognitive constraints and island effects’. *Language*, 80:2.
- Langacker, Ronald. 1969. ‘On pronominalization and the chain of command’. In Reibel and Schane (eds.), *Modern studies in English*, pp. 160-186.
- Lasnik, Howard. 1976. ‘Remarks on coreference’. *Linguistic Analysis* 2: 1-22.
- Reinhart, Tanya. 1981. ‘Definite NP anaphora and c-command domains’. *Linguistic Inquiry* 12: 605-635.
- Chomsky, Noam. 1986. *Knowledge of language*. Praeger: New York. [Ch. 3: pp. 160-177]
- Pollard, Carl and Ivan Sag. 1995. *Head-driven phrase structure grammar*. University of Chicago Press: Chicago [Chapter 6].
- Reinhart, Tanya and Eric Reuland. 1995. ‘Reflexivity’. *Linguistic Inquiry* 24: 657-720.

## Squibs

A squib is a short paper (usually 3-10 pages) that presents original data that bears on a theoretical issue in some way (e.g., either by problematizing or supporting some theoretical proposal). A squib may, but is not required to propose an analysis, as long as the relevance to theoretical issues is made clear. Some good examples of squibs can be found in early volumes of *Linguistic Inquiry* (especially from the 70's), here are some.

- Perlmutter, David M. and John Robert Ross. 1970. 'Relative clauses with split antecedents', *Linguistic Inquiry*, Vol 1:2.
- Kimball, John and Judith Aissen. 1971. 'I think, you think, he think', *Linguistic Inquiry*, Vol. 2:2

There is also an online journal, Snippets, devoted entirely to the publication of squibs (The URL for this is: <http://www.ledonline.it/snippets/>).

## General Guidelines for Squibs

Your squib must be a minimum of 3 single spaced pages (or 5-6 pages double spaced), and each of your squibs must focus on a distinct topic/phenomenon. Though your squib may involve data from any language, please only use a language that you are familiar with and for which data can be easily acquired. If you use examples from a language other than English, provide appropriate glosses and translations (please consult the style sheets of any major linguistics journal (e.g., *Linguistic Inquiry*, *Language*, etc.) if you are unsure about formatting issues).

## Other Policies

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

As a student, your responsibility rests with informing the instructor in writing or email and providing the official documentation from the Office for Students with Disabilities no later than the end of the second week of classes.

**Academic Dishonesty:** At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from UTA.

According to the UT System Regents' Rules and Regulations, "Scholastic dishonesty" includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experience by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by American universities; ignorance of these standards is not an excuse for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

Please be advised that departmental policy requires instructors to formally file charges with the Office of Student Conduct, following procedures laid out for faculty there

(<http://www.uta.edu/studentaffairs/conduct/faculty.html>), as well as notify the department chair of the filing of the charges.

**Student Support Services Available:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit [www.uta.edu/resources](http://www.uta.edu/resources) for more information.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the course syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

**Auditors:** The Department of Linguistics and TESOL has a “no audit” policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.