# Formal Syntax
# (Syntax 2)

Linguistics 4303
Fall 2015
T, Th, 11-12:20, Trimble Hall 209

## General Information

Instructors:

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Office hours:

Joey's office hours:
Monday 11AM-12PM
Wednesday 1PM-2PM
(also by appointment)

Stephen's office hours:
Monday 2PM-3PM
Wednesday 2PM-3PM (also by appointment)

## Course Description

This course is a continuation of Linguistics 3340. It continues to investigate the intricacies of syntactic phenomenon from the perspective of generative grammar. As with Linguistics 3340, the goal of this course is to develop precise formal analyses for a variety of syntactic phenomenon. Special emphasis will continue to be placed on on the question of how one should choose a theory, construct an argument, and expand and constrain the theory.

## Learning Outcomes

On successful completion of the course, students will gain basic understanding of how to make coherent argumentation and empirical justification for theoretical claims, as well as overall understanding of theoretical concepts and tools in contemporary syntactic theory.

## Outline of Topics to be covered

The following is a list of the general topics that we will be covering this semester, along with a rough schedule of the sequencing of these topics. While we will generally adhere to this framework, we will also anticipate slight modifications based on the needs and interests of the class.

Week 1-2: Review of Major Concepts (from Linguistics 3340).

Week 2-3: Simplifying the Phrase Structure Rules; X-bar theory.

Week 4-5: Functional Categories: Tense and Complementizers.

Week 5-6: Raising and Control.

Week 6-7: Raising and Control (continued).

Week 7-8: Wh-movement and Subject-Aux-Inversion (redux).

Week 9-10: Relative Clauses.

Week 11-12: Comparative Clauses.

Week 13-14: Islands.

Week 15-16: Anaphora.

## Course Requirements

**Problem Sets**: The primary work for this course will consist of roughly 10 problem sets (there will be no formal midterm or final exam). Problems sets will generally be handout out on a Thursday and due the following Thursday **in class** (you will always be given at least one week to work on these problem sets). Solutions to these problem sets must be typed and should have a meaningful, essay style structure (see the "Tips and Guidelines" handed out separately for explanation). All problem sets will be weighted equally (9% each) in terms of how they will contribute to your final grade. Your lowest graded assignment will be dropped.

**Participation:** Attendance and participation in this class is required. Participation includes, but is not limited to: Attendance at each class meeting; working in a group on homework assignments; and contributing to class discussions.

## Grading

Problem sets and quizzes will receive a letter grade. In calculating your final grade, each letter grade you earn will be converted to a numerical value between 0 and 4 as follows: A = 4, A- = 3.5, B = 3, B- = 2.5, C = 2, C- = 1.5, D = 1, D- = 0.5 and F = 0. A grading rubric will be handed out with the first assignment, which will define the basis upon which grades are assigned. At the end of the semester, grades will be averaged and weighed based on the

percentages stipulated below to determine your final grades. Final grades will be assigned as follows: 100-90% = A, 89-79% = B, 78-68 % = C, 67-57% = D, 56-0% = F.

Here's how the individual requirements will be weighed with respect to your overall grade:

- Problem sets = 90% (9% each).
- Participation = 10%

## Succeeding in this Course

There will be no formal textbook for this course. The material that you would pick up from a textbook will instead come from lectures, class discussion, and from the work you do on the problem sets which will often form the basis for class discussion. Occasional readings will be assigned and made available on Blackboard.

Because the content of this course will come from lecture and discussion, there are a few things you will need to do if you want to succeed in this course:

- ATTEND CLASS. Each class meeting will more often than not build on material covered in the previous class meeting (like a math class). Missing even a single class can put you seriously behind and you will feel lost. If you must miss a class, talk to your fellow students or one of the instructors to figure out what you missed.
- TAKE NOTES: Although I will occasionally provide a handout covering the material we discuss in class, more often the concepts that will be important for success on the problem sets and quizzes will come from lecture and the work I do at the chalkboard. Taking detailed notes of these lectures will therefore be crucial. If you are not a great notetaker, now's the time to make friends with someone who is.
- REVIEW YOUR NOTES!: This is the simplest things you can do to not only help you succeed grade wise, but also to make this class enjoyable and engaging for you. Before each class, review your notes from the previous class. As mentioned, each class meeting builds on the previous class meeting. Review your notes to see what you understood from the last class and what you did not understand.
- ASK QUESTIONS: When you review your notes, and identify something that you did not understand from the previous class, ask for a review of the relevant topic at the begging of class. If you feel lost in the middle of a class, just stop me and ask for clarification.

## Class Policies

The following class policies are intended to help foster a friendly and collegial environment in the classroom so that we can focus on learning. Please respect these policies throughout the semester.

**Be on time!**: Class starts at 11AM. Walking into the class even a few minutes late causes a distraction for everyone and we will all be mad at you. Plan your life and travel time needs appropriately so that you can be on time.

**Working together:** You are encouraged and *expected* to work together on all assignments for this course (except for the quizzes). However, unless otherwise specified, what you turn in must be your own work and written IN YOUR OWN WORDS. If you do work with others on assignments, always identify your collaborators on your write-up. Working collaboratively on assignments is practically a guarantee of greater success in this course (i.e. a better grade), and will also help establish a fun and collegial environment in the classroom.

**Late Assignments:** Because solutions to the problem set assignments will be discussed in class, typically on the day they are due, late assignments will generally not be accepted for credit after the due date. You may still turn in an assignment even if it is late if you desire feedback on your work, but you will not receive full credit for it.

**Grade Related Matters:** You should always feel free to discuss your grades and progress in this course with me. In fact, you should do so, early and often! If you earn a grade on an assignment that is less than you were expecting, you should also always feel free to discuss this issue with me. To do so, just schedule an appointment to visit me in person to review your assignment. Please do not not wait until the end of the semester to discuss an assignment from a much earlier point in the semester.

**Electronic Devices:** To ensure the best possible classroom environment, cell-phones should be turned off and completely out of site. If you appear to be texting or otherwise starting at your phone, this will distract me and your classmates and will bring the class to a halt. If you have personal matters to tend to which require a use of a cell-phone, or if you just want to tell a friend how bored you are, kindly step outside of the classroom to do so.

# University 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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Disability Accommodations:** UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, **sexual orientation**, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, Section 2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact

university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student□s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington□s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**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 class 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. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.