

University of Georgia- Fall 2014

Generative Syntax – LING 3150  
TTH 9:30-10:45  
MLC Room # 367

Instructor: Jennimaria Palomäki  
Writing Coach/WIP TA: Luke Smith

### **Office Hours**

Jennimaria Palomäki: TTH 3:15-4:30 @ Walker's Coffee and Pub in downtown Athens  
OR by appointment

Luke Smith: MWF 2:30-3:30 Linguistics Conference Room, Gilbert Hall

### **Contact Information**

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### **Course Description and Objectives**

This course seeks to provide the student with an understanding of the syntactic principles that govern the construction of sentences in English and other languages. This course uses writing assignments to explore key concepts of syntax: properties of lexical items, the structure of phrases and how they combine to build sentences, recursion, grammatical categories, embedding, as well as movement. By the end of the course you should have an appreciation for the mechanisms by which languages are constructed as well as the skills necessary to understand and articulate how those mechanisms work in different languages.

Since this course is a part of the Writing Intensive Program (WIP) it relies on writing assignments that are challenging and sometimes time consuming. You will be expected to turn in well-organized, coherent essays that demonstrate your understanding of the concepts and theoretical frameworks that we develop in class. This will require a commitment on your part to dedicate time outside of the classroom to develop papers that exhibit both clear and concise prose as well as your understanding of class material. You can expect to leave this class with the skills necessary to write strong, coherent, and concise prose that uses evidence to support claims, skills essential to many other academic disciplines.

### **Course Materials**

There is no textbook or readings for this class.

### **General Conduct**

In general it is expected that you will come to class regularly and on time. Since there are no course materials for this class it is extremely important that you give your full attention to lecture, participate, and actively engage with the concepts and theoretical framework developed in this class. We will have two homework assignments every week until midterm after which the workload will ease a little. In addition to this we will have two take home exams. Each assignment will require you to analyze language data within the framework we've developed in class and to expand on that framework based on the phenomenon exhibited by the data. It is my suggestion that you make a habit of starting on assignments as soon as they are made available to you via eLcnew. Give yourself enough time to think about the data and consult with classmates **BEFORE** you begin writing up your assignment. Solutions to data puzzles presented in the homework will not be found in a textbook or online. If you make use of outside sources your argumentation still has to be in line with the framework developed in class.

Group work is highly encouraged in this class. However, all assignments must be individually written up and you must cite your collaborators. You will find some of the assignments in this class challenging but remember that you also have a number of resources available to you. You are encouraged to consult with other students to develop your analyses and arguments and to consult with your writing coach, Luke Smith. In addition to this I am available during office hours and by e-mail. You can also make use of the writing center, which offers free help with writing assignments by appointment. Every student in this class is capable of having a rewarding and successful experience in this course. Frequently students feel they are unable to grasp material not because they don't have the intelligence but rather because they are using ineffective study skills. Ask for help early and often. You will find that your success (and your grade) in this course will be commensurate with your effort.

Your work should be stapled and neat (it may be typed or handwritten). Assignments will be posted online to our course eLcnew page and announced in class. **All assignments must be written up in essay form.**

### **Policy on Late-Exams and Homework**

No late assignments will be accepted in this course without **prior approval** from the instructor. If you miss a class and have to turn in an assignment late due to a medical or family emergency it is your responsibility to notify the instructor as soon as possible.

### **Grade Breakdown**

Homework Assignments	4%	X	4	56%
Attendance and Participation				14%
Take-home Midterm				10%
Take-home Final				<u>20%</u>

**Course Schedule (subject to change as necessary)**

**Week 1**

August 19, 21

Syntactic structure, lexical categories, phrases, constituency  
Lexicon, phrase structure rules, and transformations = Generative Grammar

**Week 2**

August 26, 28

Revising our grammar for English  
Transitive vs. intransitive verbs; lexical restrictions; form rules (syntax-morphology interface)

**Week 3**

September 2, 4

Characteristics of a generative grammar: the modifier law, recursion  
Indonesian phrase structure

**Week 4**

September 9, 11

Auxiliaries and more form rules  
Background on Turkish phonology and morphology

**Week 5**

September 16, 18

Turkish phrase structure

**Week 6**

September 23, 25

More English transformation rules: “dummy”-do, negation, yes/no questions  
Dative shift; sentence derivations: deep vs. surface structure; rule ordering

**Week 7**

September 30, October 2

**Midterm Due-** Discussion of take-home midterm  
The English passive construction

**Week 8**

October 7, 9

Student presentations on the passive in various languages

**Week 9**

October 14, 16

Existential *there* constructions

English possessives: another instance of recursion

**Week 10**

October 21, 23

Embedded clauses

Extraposition

**Week 11**

October 28, 30

Infinitive clauses

Equi-deletion (control) vs. raising

**Week 12**

November 4, 6

German word order

**Week 13**

November 11, 13

Accounting for arguments vs. adjuncts: X-bar Theory

Motivating bar-levels: replacement and coordination test

**Week 14**

November 18, 20

Universality of X-bar Theory: SVO vs. SOV and verb-second order

Parameter settings: headedness and movement; the VP-internal subject hypothesis

**Week 15**

November 25, 27

Thanksgiving Break!!

**Week 16**

December 2, 4

Theta roles and the unaccusative hypothesis; the DP hypothesis  
Final Due – Discussion of take home final

**Week 17**

Dec 9, 11

Friday Schedule in Effect  
Exams Begin

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**As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.**

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