DEREE COLLEGE SYLLABUS FOR:	US credits 3/0/3
EN 3306 ISSUES IN SYNTAX (Updated Fall 2022)	**UK LEVEL 5** **UK CREDITS 15**

PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics EN 2113 Understanding English Grammar
CATALOG DESCRIPTION:	Introduction to key issues of syntactic description of English and syntactic theory and argumentation through analysis of natural language data, testing of hypotheses and evaluation of results.
RATIONALE:	This course introduces students to syntactic theory and argumentation, mainly focusing on the Generative Grammar model. Drawing on examples mainly from English and occasionally from other languages (e.g. French, Spanish, Irish, Welsh, Greek), we will examine key issues in syntax. Relevant theoretical work will be outlined and discussed and students will have the opportunity to analyse and relate data to theory in a principled manner.

LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to:
	
	1. Understand the basic tenets of Generative Grammar;
	2. Use syntactic tools, such as phrase-structure markers, to analyse and interpret data from English and other languages;
	3. Describe the basic theoretical constructs underlying formal linguistic theory;
	4. Develop critical thinking and problem-solving skills through:
	  i) analysis and explanation of cross-linguistic data
	  ii) applying the scientific method in syntactic analysis.

METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Use of the Blackboard Learning platform to post lecture notes, assignment instructions, as well as additional resources; • Individualised assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations.
ASSESSMENT:	**Summative:**

First Assessment: **Midterm Examination (1 hour)** data analysis; definition of terms; and/or recognition of concepts	**40%**
Final Assessment: **24h Take-Home Examination**	**60%**

| | data analysis and/or problem-solving | |

Formative:

Formative Coursework In-class and out-of- class exercises that involve drawing of syntactic trees; quizzes; problem-solving questions; mock exam.	**0**

The formative coursework prepares students for successful completion of the summative coursework.

The midterm examination tests Learning Outcomes 2 and 3.
The final take-home examination tests Learning Outcomes 1, 2 and 4.

The final grade for this course will not be determined through grade averaging. Students are required to resit any failed assessments.

INDICATIVE READING:	**REQUIRED READING:** Carnie, A. (latest edition). *Syntax: A generative introduction.* Wiley-Blackwell.

RECOMMENDED READING:

Chomsky, N. (1957). *Syntactic structures*. Mouton.
_____ (1965). *Aspects of the theory of syntax*. MIT Press.
_____ (1988). *Language and the problems of knowledge: The Managua lectures*. MIT Press.
Cook, V., & Newson, J. (1996). *Chomsky's universal grammar: An introduction*. (2nd ed.). Blackwell.
den Dikken, Marcel (Ed.). (2012). *The Cambridge handbook of generative syntax*. Cambridge University Press.
Freidin, R. (2020). *Adventures in English Syntax*. Cambridge University Press.
Huddleston, R., Pullum, G. K., & Reynolds, B. (2021). *A student's introduction to English grammar*. (2nd ed.). Cambridge University Press.
Jackendoff, R. (1994). *Patterns in the mind: language and human nature*. BasicBooks.
Larson, R. (2010*). Grammar as science.* MIT Press.
Poole, G. (2002). *Syntactic theory*. Palgrave Macmillan.
Radford, A. (2009). *Analysing English sentences: A minimalist approach*. Cambridge University Press.
Roberts, N. B. (2011). *Analysing sentences*. Routledge.
Sandoval, J. B., & Deham, K. (2021). *Thinking like a linguist. An introduction to the science of language*. Cambridge University Press.
Tallerman, M. (2012). What is syntax? In Gibson, K.R., & M. Tallerman (Eds.), *The Oxford handbook of language evolution*. (pp. 442–455). Oxford University Press.
Tallerman, M. (2014). *Understanding syntax* (4th ed.). Routledge.
Wasow, T., & Arnold, J. (2005). Intuitions in linguistic argumentation. *Lingua*, *115*(11), 1481-1496.

INDICATIVE MATERIAL: *(e.g. audio-visual, digital material, etc.)*	**REQUIRED MATERIAL:** **RECOMMENDED MATERIAL:** PowerPoints and other material posted on BB
COMMUNICATION REQUIREMENTS:	With the exception of the in-class examinations, all written work must be word-processed on Word and adhere to APA guidelines for manuscript format and documentation.
SOFTWARE REQUIREMENTS:	Microsoft Office (Word, PowerPoint), Turnitin, Blackboard
WWW RESOURCES:	Santorini, B., & Kroch, A. (2007). *The syntax of natural language*: *An online introduction using the trees program*. http://www.ling.upenn.edu/~beatrice/syntax-textbook. Jurgen Handke's The Virtual Linguistics Laboratory *https://www.youtube.com/user/LinguisticsMarburg/videos* Generative Syntax with Prof Caroline Heycock Linguistics and English Language at the University of Edinburgh: a series of youtube videos Syntax tree generator: http://mshang.ca/syntree/
INDICATIVE CONTENT:	- Language as a Natural Object - Lexical and Functional Categories - Constituency - Structural relations - Binding - X- Theory (Introducing and extending X-bar theory) - θ-Theory - Functional Categories - Movement