DEREE COLLEGE SYLLABUS FOR:	Instruction hours/lab hours/ US credits 3/0/3

EN 3406: ISSUES IN SYNTAX
 Updated Fall 2015

LEVEL 5
UK CREDITS: 15

Previously: EN 2406 THEORIES OF SYNTAX

PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics EN 2213 The Structure of the English Language EN 2216 Introduction to Language
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 the study of sentence structure. Looking at data from a wide range of languages, we will examine key issues in syntax, such as constituency structure, phrase structure rules and movement. 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.They will also be encouraged to evaluate theoretical claims in the light of the observations drawn. As such, students will become familiar with the empirical method and will learn the important role of description in supporting and testing theoretical claims.

LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to:
	
	1. Analyze and interpret data from English and other languages;
	2. Explain the complexity of structure and justify counter-examples;
	3. Construct phrase-structure markers, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;
	4. Describe, evaluate and explain the basic theoretical constructs underlying formal linguistic theory;
	5. Develop critical thinking and problem solving skills through:
	   i) analysis and explanation of cross-linguistic data as well as,
	   ii) familiarization with relevant field-related literature;
	6. Evaluate and discuss orally (a) pre-approved article(s).

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; • Additional print and audiovisual educational material posted on the Blackboard course template; • Timely instructor feedback on assignments; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the Library and SASS to encourage students' effective use of academic support services.	
ASSESSMENT	**Summative:**	

3 equally weighted Take-Away Problem Sets These will consist of linguistic exercises and questions, where students will be asked to work on specific language data or evaluate theoretical points in light of specific data.	**45%** **(15% each)**
Oral Component (10 minutes) article review or critical response or debate	**10%**
A 2-hour final exam A closed-book examination with question and answers justifying analyses and relating data to theory introduced and discussed in class.	**45%**

Formative:

Homework assignments; problem-solving questions; article summaries	**0**
Mock Exam	**0**

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

The take-away problem sets test learning outcomes 1, 2 and 3.
The oral presentation tests learning outcome 6.
The examination tests learning outcomes 4 and 5.

| **INDICATIVE READING:** | **REQUIRED READING:**
Larson, R. K. (2010), *Grammar as science:* MIT Press

RECOMMENDED READING:

Baltin, Mark and Chris Collins (eds.). 2000. *The Handbook of Contemporary Syntactic Theory*. London: Wiley-Blackwell |

Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton

_____ (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press

_____ (1988). *Language and the problems of knowledge: The Managua lectures*. Cambridge, MA: MIT Press

_____ (1995). *The Minimalist Program*. Cambridge, MA: MIT Press.

Cook, V., & Newson J. et.al. (1996). *Chomsky's universal grammar: An introduction*. (2nd ed.) Oxford and Cambridge, MA: Blackwell.

den Dikken, Marcel (ed.). 2012. *The Cambridge Handbook of Generative Syntax*. Cambridge: Cambridge University Press.

Huddleston, Rodney and Geoffrey K. Pullum (2005) *A student's introduction to English grammar*. (viii+312pp). Cambridge, UK: Cambridge University Press.

Huddleston, R., and Pullum G. K. et al. (2002) *The Cambridge grammar of the English language*. Cambridge: Cambridge University Press.

Mihalicek, V., & Wilson, C (Editors). (2011). *Language files*: *Materials for an introduction to language and Linguistics* (11th ed.) Ohio: The Ohio State University Press.

Poole, G. (2002). *Syntactic theory*. Palgrave, Macmillan
Radford, A. (2009). *Analysing English sentences: A minimalist approach*. Cambridge: Cambridge University Press.

Radford, Andrew. 2004. *Minimalist Syntax: Exploring the Structure of English*. Cambridge: Cambridge University Press.

Tallerman, M. (2012) What is syntax? In Gibson, K.R. & Tallerman, M. (eds) *The Oxford Handbook of Language Evolution*. Oxford: Oxford University Press. pp. 442-455.

Tallerman, M. (2014) (4th ed.) *Understanding Syntax.* London: Routledge.

INDICATIVE MATERIAL: *(e.g. audiovisual, digital material, etc.)*	**REQUIRED MATERIAL:** Power points posted on BB **RECOMMENDED MATERIAL:** Syntactica: Stony Brook University

COMMUNICATION REQUIREMENTS:	Using verbal and written skills using academic English.
SOFTWARE REQUIREMENTS:	Word, PowerPoint, Blackboard

WWW RESOURCES:	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. http://www.indiana.edu/~hlw/

INDICATIVE CONTENT:	1. Language as a Natural Object 2. Constituency 3. Levels of adequacy 4. Lexical and Functional Categories 5. X- Theory (Introducing and extending X-bar theory) 6. θ-Theory and Case Theory 7. Movement and Chains (Transformations: the passive, subject inversion, Wh-movement)