

LINGUISTICS 671: Syntax 3  
Fall 2017 M,W 2:35pm-3:55pm  
1085 Dr Penfield, 117

**Instructor** Lisa Travis  
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**Office hours:** T 1:30pm-3:30pm (this may change), or by appt

**COURSE OBJECTIVES:**

•**Data**

To be able to organize data and see patterns; to know what questions to ask about data to fill in paradigms and to test hypotheses.

•**Theory**

To have the tools to understand most primary literature, to understand and manipulate certain formal mechanisms, to read critically, to construct definitions, restrictions, to understand how theories change, to be able to follow the consequences of such changes, to understand small technical issues as well as large picture issues.

•**Written work**

To be able to present data clearly, to present the work of others critically but respectfully, to present arguments in a logical way, to follow a style sheet.

•**Oral work**

To be able to present clearly and logically, to be able to engage an audience, to answer questions, to lead a discussion.

•**Practical emphasis is on development of argumentation and theory construction.**

**REQUIREMENTS AND ASSESSMENT**

Questions for the Web (14 at 2%each)	28%
Class participation	7%
Labwork (3 at 5% each)	15%
1 Problem Set (10% solution; 10% paper writing)	20%
1 Presentation	15%
1 Paper	15%

**Textbook:**

*Introduction to Transformational Grammar*, Kyle Johnson (manuscript)

**Questions for the Web:** Post on the Discussion Board for the class by **10am** on the due date.

You will be expected to post at least one question relating to the the readings marked with an \*. These

should be thought-provoking questions (not simply questions of clarification) – something that could promote discussion.

**Labwork:** Upload to myCourses by 10am on the due date.

There are three labs. You will be required to organize your thoughts around a dataset or an expository issue to be discussed in class. This will include a 1-2 page write up either describing a dataset, outlining a problem/generalization, or describing a theoretical problem.

**Problem Set:** Upload to the Problem Set Paper to myCourses by 11:59 on the due date.

You will be given a set of data that poses certain theoretical problems. This problem has been chosen as it does not (to my knowledge) have a single account. You are encouraged to discuss these with your classmates. The write-up of your solution, however, must be done independently. It should follow the format of a paper (introduction, conclusion, section headings, page numbers, bibliography, etc.). You must use some journal as a guideline for formatting (Approximately 15pp).

**Presentation:** Upload the handout to myCourses by 10am on the day of the presentation.

Each student will select a topic to present at the end of the course (the last two classes). The presentation will be about 20 minutes long and will include the presentation of an issue that has arisen in the class, an article that relates to the issue (this will include a handout), and some further thinking on this issue. (Possibilities will be mentioned as the course progresses).

**Paper:** Upload to myCourses by 11:59 on the due date.

The material and discussion included in the presentation will be written up as a paper (approximately 10-15pp). Due December 11th.

**Uploading to myCourses:**

Please upload your documents (i) as one pdf file, (ii) labelled LASTNAME.assignment.

#### **Statement of Academic Integrity:**

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#### **Right to submit in English or French written work that is to be graded:**

*In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.*

(approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)

*Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).*

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**Universal Design:** As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

**Extraordinary circumstances:** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

**CLASS SCHEDULE:** (tentative – subject to adjustment)

	<b>Week 1</b>	
W Sept 6	Introduction to the course	
	<b>Week 2</b>	
M Sept 11	MISSED CLASS	
W Sept 13	Plato's Problem Phrase Structure Categories	Johnson (Ch 1,2) <b>*New York Times <i>Big Bang</i></b>
	<b>Week 3</b>	
M Sept 18	X'-theory Theta-Criterion, Projection Principle Word Order, Lexical Entries	Johnson (Ch 2) <b>*Wasow (1977)</b> S: Marantz (1997)
W Sept 20	Probing categories	<b>*Davis &amp; Matthewson (1999)</b>
	<b>Week 4</b>	
M Sept 25	LABWORK	Kaqchikel <b>(describe data problem: 5%)</b>
W Sept 27	Argument/Case A-movement VP-internal subjects	Johnson (Ch 3: 1-6) <b>*Koopman &amp; Sportiche (1991: to 2.3)</b> S: McCloskey (1997) S: Sportiche (1988) S: Bobaljik (2003) <b>PROBLEM SET</b> given out
	<b>Week 5</b>	
M Oct 2	LABWORK	Malagasy word order <b>(describe data problem: 5%)</b>
W Oct 4	Extended Projection Principle Control, Raising <i>Paper Writing Tips</i>	Johnson (Ch 3: 7-8) <b>*Hornstein (1999)</b> S: Polinsky&Potsdam (2002)
	<b>Week 6</b>	
M Oct 9	THANKSGIVING	
W Oct 11	Head movement	Johnson (Ch 4: 1-4) <b>*Baker (1993)</b> S: Matushansky (2006) S: Lema & Otero (1989) S: Harley (2004)

	<b>Week 7</b>	
M Oct 16	More Head movement	S: Pollock (1989)
W Oct 18	More Phrase Structure	<b>*Kayne (1994)</b>
	<b>Week 8</b>	
M Oct 23	More Phrase Structure (cont.)	Kayne (1994) (cont.)
W Oct 25	DP structure	Johnson (Ch 5, to 253) S: Ritter (1987, 1988)
	<b>Week 9</b>	
M Oct 30	LCA in DPs	<b>*Cinque (2005)</b>
W Nov 1	Cinque Adverbs	<b>PROBLEM SET DUE</b>
	<b>Week 10</b>	
M Nov 6	Complements; Double Objects	<b>*Larson (1988: to 3.3)</b>
W Nov 8	VP structure	<b>*Hale and Keyser (1993)</b>
	<b>Week 11</b>	
M Nov 13	LF	Huang (1994: to 155)
W Nov 15	LF and reconstruction	<b>*Fox (1999)</b>
	<b>Week 12</b>	
M Nov 20	LAB WORK	Collins (1991) (reorganize findings: 5%)
W Nov 22	Minimalist Program	<b>*van Urk &amp; Richards (2015)</b>
	<b>Week 13</b>	
M Nov 27	TBA	TBA
W Nov 29	TBA	TBA
	<b>Week 13</b>	
M Dec 4	PRESENTATIONS	
W Dec 6	PRESENTATIONS	
Th Dec 7	PRESENTATIONS	

Some choices for Week 13

- Binding: Reinhart & Reuland (1993)

- A vs. A' movement: Saito (1992)
- Types of and restrictions on movement: Preminger (2017)

S = suggested further reading

Yellow highlight = something to be passed in

## References

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