LING 675 Syntax 4
LING 775 Seminar in Syntax
Topics in Embedding Strategies

MW 8:35 am - 9:55 am
Zoom / FERR 476

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Course Description

The course explores current cross-linguistic issues in syntax and its interfaces. Through in-depth investigations of particular issues, students will develop skills necessary to do independent research, such as (i) constructing arguments by carefully following logical steps, (ii) formulating hypotheses and exploring their consequences, (iii) finding empirical puzzles and developing them into research questions for a project.

This year, we will explore selected topics in the area of embedding strategies cross-linguistically. Two sub-areas we will focus on are: (a) finite-clause embedding under D-like elements and (b) speech-act embedding. Specific topics for (a) include: 'referential' clauses under D and propositional anaphora; and for (b): embedded main clause phenomena, 'quasi'-subordination, and phenomena of Insubordination. Along the way, we will explore ways in which interpretation can be used as evidence for syntactic structure.

Evaluation

For LING 675:
Contributions to class discussions: 20%
Two mini-squibs: 12% (2x6%)
Student-led discussions (critical evaluation of an article): 8%
Final project presentation & paper: 60%

For LING 775 (Pass/Fail)
Contributions to class discussions: 60%
Student-led discussions (critical evaluation of an article): 40%

Contributions to class discussions

Class discussions will assume that you have done the required readings. You are expected to contribute to class discussions by bringing in your own questions and comments on the readings. You can also make contributions to class discussions by posting questions, data points, *etc.* on the Discussion board on myCourses, as well as by raising questions and engaging in discussions with the instructor during office hours.

Mini-squibs
Mini-squib 1 (1 page): due February 9
Mini-squib 2 (1 page): due March 16

Mini-squibs let you pick up on and explore questions, issues, data points and so forth that were discussed but left open in class. The purpose of this exercise is to help you with the process of identifying appropriate research questions for your final project.

Student-led discussions (Critical evaluation of an article)
Leading discussions on an article will give you an opportunity to get deeper into the topic you are interested in and critically evaluate existing analyses. You will choose one article in consultation with the instructor that discusses topics related to those covered in class.

Try to include in your presentation:
-A brief summary of the goals and the main issues addressed in the paper.
-Presentation of the main proposal and critical evaluation of the proposed analysis and arguments presented.
-Discussion of predictions made by the analysis you are critiquing and new data that bear on the analysis. Bring in your own questions.

Final project (presentation and paper)
Your paper will deal with a topic discussed in class or related to those discussed in class that you want to get more into and think more about. **Your paper is expected to go beyond a critical review, by making empirical and/or theoretical contributions that are original.** Make sure that in your paper, it is clear what are your own contributions (data, analyses, criticisms) and what are from the literature. Your paper will also be evaluated as to whether it shows evidence for potential in completing satisfactory evaluation papers (or an MA research paper), as well as whether it shows evidence that you have learned something from the course.

Meeting with me: by Friday, March 23
Presentation (time allocation TBD):   April (4,) 6, 11
Paper (maximum 10 single-spaced pages, Times 12 pt. or equivalent):
                                                Due Wed. April 20

Academic Integrity and Other Statements

Copyright: Instructor-generated course materials
Instructor-generated course materials (e.g., slides, handouts, conference materials, assignments, quizzes, exam questions, answer keys, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Academic integrity
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

In case you consider working on related topics for term papers in two courses, it is very important that you bring it up to all the instructors involved and get approval.

Right to submit in French
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.

Conformément à la Charte des droits de létudiant 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).

Inclusive learning environment
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.

Land acknowledgement
McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

Schedule

(tentative & subject to modification)

Wk	Date	Topic & Reading (*=required)
1	1/5	Introduction: embedding strategies
		(a) finite-clause embedding under D-like elements & (b) speech-act embedding
2	1/10,12	'Degrees' of nominalization
		*Baker (2011); Kornfilt and Whitman (2011); Kornfilt (2007)
		[*Lingua* **special issue 2011**]
3	1/17,19	'Referential' clauses?
		*Kastner (2015); Haegeman and Ürögdi (2010); Bhatt (2010); Hiraiwa (2010)
		[*Theoretical Linguistics* **special issue 2010**]
4	1/24,26	Catch-up / student-led discussions
5	1/31,2/2	D+CP
		*Moulton (2020); Harley (2020) [**Alexiadou & Borer eds. 2020**]
		Lee (2019); Özyıldız (2017); Bochnak and Hanink (2021); Bondarenko (2020)
6	2/7,9	Propositional anaphora (Squib 1 due Wed)
		*Bogal-Allbritten et al. (2021); Krifka (2013); Snider (2017)
7	2/14,16	*Claims* and *facts* in the air
		Travis et al. (2014); Bliss (2014); Potsdam (2011); Kaufman (2011); Yap and Grunow-Hårsta (2010), Toosarvandani (2014)
		[**Paul ed. 2014**; **Yap, Grunow-Hårsta & Wrona eds. 2011**]
8	2/21,23	Catch-up / student-led discussions
	Reading Week	
9	3/7,9	Clause types & speech acts
		Dayal and Grimshaw (2009)
10	3/14,16	Embedded main clause phenomena (Squib 2 due Wed)
		McCloskey (1992); Woods (2016); Wood (2013); Liang et al. (2021); Özyıldız (2021)
11	3/21,23	Catch-up / student-led discussions (mtg by Fri)
12	3/28,30	Speech act embedding 'complementizers'
		Kim (2018); Goodhue and Shimoyama (2021); Schwager (2010); AnderBois (2017, 2019); Kidwai (2014)
13	4/4,6	TBD & Final project presentations
14	4/11	Final project presentations
	4/20	Final project paper due

References

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