LING 417 Topics at the Interfaces I (CRN 24197)

MW 1:05 pm - 2:25 pm
1085 Dr. Penfield Rm 002

Instructor: Junko Shimoyama
Office hours: Fridays 9:00-10:00 am & by appointment
Office location: 1085 Dr. Penfield, Rm 219
Phone: 514-398-4867
E-mail: junko.shimoyama@mcgill.ca (Please include "LING 417" in the subject line; or email via myCourses)

Course Description
This course explores selected issues in the interface between syntax and semantics. Students will first learn some basic mechanisms of how syntactic structure is mapped to its meaning, and then will be able to apply their knowledge in describing and analyzing new language data. Reading materials will be drawn from both textbooks and the primary literature.

Prerequisites
LING 360 (Intro to Semantics) and LING 371 (Syntax 1); or permission of instructor.

Course Requirements and Method of Evaluation
Contributions to class discussions: 15%
Quizzes: 36% (3 x 12%)
Would you publish it? (write-up & discussion): 15%
Proposal for presentation: 9%
Presentation: 25%

Reading Materials
The class discussions will assume that you have done the required readings. You are expected to contribute to class discussion by bringing in your own questions and comments on the readings.

I. Required readings
(a) Course pack: Heim and Kratzer (1998), Chapters 1-5
(available at McGill Bookstore, 3544 Ave. du Parc https://lejames.ca/find-us#parc)

(b) Articles from eJournals through the library website (links will be made available on myCourses.)

II. These readings may be supplemented with other material where necessary.

Quizzes
There will be three quizzes. The purpose of the quizzes is to let you check whether the basic material of the course is being understood. Quiz questions will simply ask you to apply rules and follow steps that you have learned in class. You will be told what kinds of questions will be asked before each quiz.
1. Wednesday, September 27, 2017
2. Wednesday, October 18, 2017
3. Wednesday, November 1, 2017

Would you publish it? As a class we will pick one paper and practice (i) evaluating it critically and (ii) providing constructive feedback to the author(s). We try to follow a model similar to a 'peer review' process for actual journal article publication. You will be the 'reviewers' who will identify strengths and weaknesses of the paper. There will be a separate handout on this later.

Presentation (15 minutes (tentative))

You will form pairs (tentative) and choose a topic of your interest that relates to the topics covered in the course. Once you have a topic, you will:

(i) present a summary of and **your own critical evaluations/questions** on one or more of the articles (a) listed on the course outline or on class handouts, (b) mentioned during class discussions, or (c) picked by you in consultation with the instructor.

or

(ii) present on topics surrounding constructions discussed in the course in some language(s) of your interest. Bring in **your own critical evaluations/questions**.

or

(iii) combine (i) and (ii).

There will be a separate handout on this later.

1. Meeting to discuss your plans for presentation: weeks 7, 8, 9 (earlier dates welcome)
2. Proposal for presentation: max. 200 words + reference list; due Wednesday, Nov. 8, 2017
3. Presentation: weeks 13, 14 (tentative; earlier dates welcome)

Course Policies

- No late work will be accepted unless you contact me with a legitimate excuse preferably before the due date or within 24 hours of the missed work, followed up with **a valid written document**. There will be no extra credit work or re-weighting of grades in this course.

- If you have specific questions about the course material, please try to ask them in person whenever you can to avoid unfortunate miscommunication due to the nature of e-mail communication. Limit the use of email to other purposes and trivial questions that can be handled easily. If you have no choice but to ask questions by email, I will try to answer them as quickly as I can, but please note that my response time could be around 24 to 48 hours, barring weekends.

- I will try to post handouts on myCourses by 5 p.m. on the day before class. **It is your responsibility to make sure that you have access to a hard copy or electronic copy of the handout in each class.** If anything prevents me from doing so in time, I will bring copies to class. One handout may cover more than one lecture, so remember to bring a handout from a previous class if any materials are left undiscussed.

Academic Integrity and Other Statements

- 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 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 l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en francais 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).

- 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).

- 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.

- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the Office of Sustainability website.)

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

Schedule
(tentative & subject to change)
Last update: Sept. 6, 2017

Wk	Date	Topic	Required readings	Related readings	Notes
1	Sep. 6	Intro: Connecting syntax and semantics		Schwarz (2008) Ch.1	
2	Sep. 11 Sep. 13	From trees to meanings	Chs.1,2	Schwarz (2008) Chs.2,4,8	
3	Sep. 18 Sep. 20	continued	Chs.1,2		
4	Sep. 25 Sep. 27	General rules of mapping	Ch.3		quiz1
5	Oct. 2 Oct. 4	NP modifier 1	Ch.4		
6	(Oct. 9) Oct. 11	(no class) continued	Ch.4		
7	Oct. 16 Oct. 18	NP modifier 2	Ch.5		mtg week quiz2
8	Oct. 23 Oct. 25	continued	Ch.5		mtg week
9	Oct. 30 Nov. 1	continued			mtg week quiz3
10	Nov. 6 Nov. 8	Current issues 1	Erlewine & Gould (2016)		proposal due
11	Nov. 13 Nov. 15	Current issues 2	Cinque (2010) selected pages		WYPI prep sheet
12	Nov. 20 Nov. 22	Current issues 3: *Would you publish it?*	TBA		
13	Nov. 27 Nov. 29	Presentations			
14	Dec. 4 Dec. 6	Presentations			

Last class for MW pattern = Wed. Dec 6
https://www.mcgill.ca/importantdates/key-dates

Examples of possible topics for presentation & some references   *Last update: Sept. 6, 2017*

- Theta-Criterion and Argument Linking (H&K sections 3.4, 3.5)
  Kratzer (1996)

- Interpretive properties of adjectival modifiers (H&K section 4.3)
  Morzycki (2013)

- Non-restrictive modification (Appositives)
  Emonds (1979); Potts (2005); Cinque (2008); Ott (in press)

- Adjectival modifiers and relative clauses
  Morzycki (2013); Alexiadou (2001); Cinque (2010); Shimoyama (2014)

- Resumptive pronouns
  McCloskey (2006)

- Free relatives (or headless relatives)
  Bresnan and Grimshaw (1978); Groos and van Riemsdijk (1981); Riemsdijk (2006); Citko (2004)

- Correlatives
  Bhatt (2003); Cable (2009)

- Internally headed relatives
  Korean/Japanese: Shimoyama (1999, 2001); Kim (2007, 2009); Grosu (2010); Grosu and Landman (2012); Grosu (2012); Grosu and Hoshi (2012); Kubota and Smith (2007, 2013); Erlewine and Gould (2016)

  Athabaskan: Saxon (2000); Bogal-Allbritten et al. (2016)

  Quechua: Hastings (2004)

  Austronesian: Aldridge (2004)

  Nominalization: Toosarvandani (2010, 2011, 2014)

  Acquisition: Isobe (2009); Diessel (2007)

  And many more...

- Pseudo relatives
  Cinque (1992); Grillo and Costa (2014); Moulton and Grillo (2015); Grillo and Moulton (to appear)

- Processing
  Yun et al. (2015)

References

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Alexiadou, Artemis. 2001. Adjective syntax and noun raising: word order asymmetries in the dp as the result of adjective distribution. *Studia linguistica* 55:217–248.

Bhatt, Rajesh. 2003. Locality in correlatives. *Natural Language & Linguistic Theory* 21:485–541.

Bogal-Allbritten, Elizabeth, Keir Moulton, and Junko Shimoyama. 2016. Stay inside: the interpretation of internally-headed relative clauses in Navajo. In *Annual Conference of the Canadian Linguistic Association (CLA) 2016*. University of Calgary. [presented by co-author].

Bresnan, Joan, and Jane Grimshaw. 1978. The syntax of free relatives in English. *Linguistic Inquiry* 9:331–391.

Cable, Seth. 2009. The syntax of the Tibetan correlative. In *Correlatives cross-linguistically*, ed. Anikó Lipták. John Benjamins.

Cinque, Guglielmo. 1992. The pseudo-relative and acc-ing constructions after verbs of perception. *Working Papers in Linguistics 2, 1992, pp. 1-31* .

Cinque, Guglielmo. 2008. Two types of non-restrictive relatives. In *Empirical issues in syntax and semantics*, ed. O. Bonami and P. Cabredo Hofherr, volume 7, 99–137.

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Citko, Barbara. 2004. On headed, headless, and light-headed relatives. *Natural Language & Linguistic Theory* 22:95–126.

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Emonds, Joseph. 1979. Appositive relatives have no properties. *Linguistic Inquiry* 10:211–243.

Erlewine, Michael Yoshitaka, and Isaac Gould. 2016. Unifying Japanese relative clauses: copy-chains and context-sensitivity. *Glossa: a journal of general linguistics* 1:DOI: http://doi.org/10.5334/gjgl.174.

Grillo, Nino, and João Costa. 2014. A novel argument for the universality of parsing principles. *Cognition* 133:156–187.

Grillo, Nino, and Keir Moulton. to appear. Event kinds and the pseudo-relative. In *Proceedings of the Forty-sixth Annual Meeting of the North East Linguistic Society*, ed. Brandon Prickett and Christopher Hammerly. NELS poster.

Groos, Anneke, and Henk van Riemsdijk. 1981. Matching effects in free relatives: A parameter of core grammar. In *Theory of markedness in generative grammar: Proceedings of the 1979 glow conference*, ed. A. Belleti, L. Brandi, and L. Rizzi, 171–216. Pisa: Scuola Normale Superiore di Pisa.

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Grosu, Alexander. 2012. Towards a more articulated typology of internally headed relative constructions: The semantics connection. *Language and Linguistics Compass* 6:447–476.

Grosu, Alexander, and Koji Hoshi. 2012. A new look at japanese ihrcs: insufficiently understood or explored aspects.

Grosu, Alexander, and Fred Landman. 2012. A quantificational disclosure approach to Japanese and Korean internally headed relatives. *Journal of East Asian Linguistics* 21:159–196.

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Isobe, Miwa. 2009. Acquisition of head-internal relative clauses revisited. In *Proceedings of the 3rd Conference on Generative Approaches to Language Acquisition in North America (GALANA 2008)*, ed. Jean Crawford et al., 88–97. Somerville, Mass.: Cascadilla Proceedings Project.

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